

Arizona State Program Report Summary Fiscal Year 2003

Version: 2 **Allotment: \$2,807,829**
Total Projects: 72 **Total LSTA Funds Expended: \$2,807,829**

	Project # / %	LSTA Funds \$ / %
Statewide	27 / 38%	\$1,876,920 / 67%
Partnership	47 / 65%	\$1,361,645 / 48%
Exemplary	11 / 15%	\$384,727 / 14%
OBE-Related	33 / 46%	\$905,655 / 32%

Section 1| Grant Award Summary

Public Library Grants

Number of Libraries Submitting: 26	Total Libraries Receiving Grants: 27
Number of Applications: 47	Total Number of Grants Funded: 46
Total Requested: \$818,655	Total Awarded: \$778,447

Parent Libraries Receiving Grants: 0	Child Libraries Receiving Grants: 0
Parent Number of Grants Funded: 0	Child Number of Grants Funded: 0
	Parent/Child Total Awarded: \$0

Single Libraries Receiving Grants: 27
 Single Number of Grants Funded: 46
 Single Total Awarded: \$778,447

School Library Grants

Number of Libraries Submitting: 0	Total Libraries Receiving Grants: 0
Number of Applications: 0	Total Number of Grants Funded: 0
Total Requested: \$0	Total Awarded: \$0

Parent Libraries Receiving Grants: 0	Child Libraries Receiving Grants: 0
Parent Number of Grants Funded: 0	Child Number of Grants Funded: 0
	Parent/Child Total Awarded: \$0

Single Libraries Receiving Grants: 0
 Single Number of Grants Funded: 0
 Single Total Awarded: \$0

Academic Library Grants

Number of Libraries Submitting: 1	Total Libraries Receiving Grants: 1
Number of Applications: 2	Total Number of Grants Funded: 2
Total Requested: \$72,357	Total Awarded: \$72,357

Parent Libraries Receiving Grants: 0	Child Libraries Receiving Grants: 0
Parent Number of Grants Funded: 0	Child Number of Grants Funded: 0
	Parent/Child Total Awarded: \$0

Single Libraries Receiving Grants: 1

Single Number of Grants Funded: 2
Single Total Awarded: \$72,357

Special Library Grants

Number of Libraries Submitting: 3
Number of Applications: 3
Total Requested: \$156,848

Total Libraries Receiving Grants: 1
Total Number of Grants Funded: 1
Total Awarded: \$15,000

Parent Libraries Receiving Grants: 0
Parent Number of Grants Funded: 0

Child Libraries Receiving Grants: 0
Child Number of Grants Funded: 0
Parent/Child Total Awarded: \$0

Single Libraries Receiving Grants: 1
Single Number of Grants Funded: 1
Single Total Awarded: \$15,000

Multi-Type Library Grants

Number of Libraries Submitting: 0
Number of Applications: 0
Total Requested: \$0

Total Libraries Receiving Grants: 1
Total Number of Grants Funded: 1
Total Awarded: \$128,500

Parent Libraries Receiving Grants: 0
Parent Number of Grants Funded: 0

Child Libraries Receiving Grants: 0
Child Number of Grants Funded: 0
Parent/Child Total Awarded: \$0

Single Libraries Receiving Grants: 1
Single Number of Grants Funded: 1
Single Total Awarded: \$128,500

SLAA Library Grants

Number of Libraries Submitting: 1
Number of Applications: 22
Total Requested: \$1,818,310

Total Libraries Receiving Grants: 1
Total Number of Grants Funded: 22
Total Awarded: \$1,813,525

Parent Libraries Receiving Grants: 0
Parent Number of Grants Funded: 0

Child Libraries Receiving Grants: 0
Child Number of Grants Funded: 0
Parent/Child Total Awarded: \$0

Single Libraries Receiving Grants: 1
Single Number of Grants Funded: 22
Single Total Awarded: \$1,813,525

Section 2 | OBE Summary

Q1: What progress did you make in implementing OBE during this reporting period?

Arizona's goal reads: "The goal is to support programming for caregivers of infants and toddlers as part of the Arizona LSTA Five-Year plan for Families and Children and the No Child Left Behind Act, which helps all children learn to read." The two outcomes are: 1) Caregivers of infants and toddlers will report that they have increased their understanding of early childhood development; and 2) Caregivers of infants and toddlers will develop an increased awareness of the importance of reading to children. The Arizona State Library has worked with and supported numerous family and parent education programs with 2003 and 2004 regrants. An additional \$20,000 of 2004 funds has been set aside for a special family literacy initiative. The 2005 LSTA grant guidelines have been revised to encourage school libraries to apply for funding partnership projects, and especially encouraged are school readiness projects. The State Library has worked to assure that OBE will be a component of the project. Both the grant proposal and the evaluation ask grant recipients to address OBE. Grant applicants are instructed on outcomes through workshops and as they work with individual consultants when developing their projects. The State Library hired a new consultant, Holly Henley, who has a strong early childhood background. Holly is working to strengthen the link between early literacy programs and libraries, and to assure that OBE is incorporated into those plans. The State Library continues to work with Libraries for the Future to support Family Place in Arizona libraries. LFF completed a final report on Family Place in Arizona. In January, 2004, LFF offered its first training outside of New York, with 15 Arizona facilitators attending, including six from new libraries. Outcomes will be collected and monitored during this project.

Q2: Briefly describe your state's results in meeting its identified OBE goal(s) this reporting period.

In 2003, LSTA funded grants for Bonding With Babies at the Phoenix Public Library, Healthy Families, Literacy Begins at Home in Coconino County, Healthy Babies/Healthy Readers in La Paz County, 1-2-3 Read Tempe at the Tempe Public Library and Reach to Teach! in Yuma County. In 2004, LSTA funds went to support Family Literacy Initiative at the Safford City/Graham County Library; Born to Read at Scottsdale Public Library; and Success by Six for the Yuma County Library District. All grant applicants are asked to include an OBE plan in their proposal, and, if funded, to report on the results in their final report. For example, Tucson-Pima Public Library reported that caregivers increased their knowledge of infant brain development and early literacy skills while participating in the Ready to Read program. The appointment of GladysAnn Wells, State Librarian, to the School Readiness Board, is an important outcome of the Arizona State Library's efforts to position itself as a leader in helping to ready children for school. Her appointment is an indication of the recognition that policy makers have of that role. The final report from Libraries for the Future on its Family Place program on Family Place in Arizona indicates that participants do increase their understanding of social service providers. However, participants began the program with a high awareness of the importance of reading to children, and this measure did not significantly change. In response to this report, LFF is working to include more families who would benefit from an increased awareness of the importance of reading to children.

Section 3 | Project Reports

Project Code:	2003-AZ-10562
Project Title:	Project Number:
1-2-3 Read Tempe	231-3-2-(16)
Library Name:	Project Director:
Tempe Public Library	Sherry Warren
Phone Number:	Email:
480-350-5500	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$53,297	\$
In Kind Contributions:	Total Cost:
\$16,001	\$69,298
Number of Persons Served:	
2,344	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 6. Families and Children
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Enhance a lifetime of learning opportunities	Strengthen families and children
Primary Users:	Secondary Users:
Adults, Pre-school children	
Primary Services:	Secondary Services:
Continuing Education for the Public, Education-Related Services for Children and Teens, Literacy Programs	Pre-school programs, Reading development, Reading readiness, Family literacy
Start Date:	End Date:
10/17/2003	9/30/2004
Statewide? <input type="checkbox"/>	Partnership? <input checked="" type="checkbox"/>
Exemplary? <input type="checkbox"/>	OBE-Related? <input checked="" type="checkbox"/>
Project Purpose:	
<ul style="list-style-type: none"> • Provide parents with knowledge and learning resources to enable them to help their preschool children develop the early literacy skills required to become effective readers and learners. • Programs for parents and preschool children were offered and new materials were purchased focusing on early learning and development of reading skills. • Expected benefits included: <ul style="list-style-type: none"> o Parents knowledgeable in child development and reading readiness o Preschool children's reading readiness and perception of the library enhanced through books, activities, learning systems, and a new library card. o Young ESL speakers would find youth resources in their quest to learn English. 	
Project Activities/Methods:	
Program components included the following: <ul style="list-style-type: none"> • Parent Education Workshops. A series of one-hour parent workshops were provided. Topics included: infant 	

brain development, speech and language development, emergent reading, and reading readiness. • Reading Readiness Screenings. Reading readiness screenings were conducted and included attention to vision, hearing, motor skills, speech, and phonological/print awareness. Results and recommendations were provided to parents. • Special Collections of Print and Audio-Visual Materials for Preschool Children and Their Families. A variety of print and audio-visual materials were purchased for use by program participants and library patrons. • Electronic Learning Systems. Three levels of Leap Pad Electronic Learning Systems were purchased for use by program participants and library patrons. • Preschool Library Card Campaign. A preschool library card was designed; promotional materials were produced; and a campaign planned.

Project Outputs:

- Parent Education Workshops: A total of 15 workshops were held at the Tempe Public Library and the Escalante Multigenerational Center. A total of 132 parents participated. For more detail on topics, dates, locations, and participants in each workshop, see the Evaluation Report.
- Reading Readiness Screenings: Three reading readiness screenings were held at the Tempe Public Library and the Escalante Multigenerational Center. A total of 45 children were screened. For more detail on the dates, location, and participants in each, see the Evaluation Report.
- Special Collections of Print and Audio-Visual Materials for Preschool Children and Their Families: A total of 658 books, 217 electronic books, 29 multimedia language kits, and three sets of Brain Boxes were purchased. For more detail on the materials purchased, see the Evaluation Report.
- Electronic Learning Systems: A total of 90 Leap Pad units were purchased. For more detail on the units purchased, see the Evaluation Report.
- Preschool Library Card Campaign: At the baseline, there were 4,524 cardholders age seven or younger. Number of preschool age cardholders will be tracked during the campaign.

Project Outcomes:

- Parent Education Workshops: Increased parent understanding of their role in the development of their child's literacy skills; increased time in family literacy activities. 100 percent of the respondents reported better understanding of their role and intent to spend more time on family activities that promote learning (pre/post surveys).
- Reading Readiness Screenings: Children who need vision, hearing, speech-language, motor skills, and/or reading readiness follow-up are identified. There were 51 monitors and referrals identified for 45 children.
- Special Collections of Print and Audio-Visual Materials for Preschool Children and Their Families: Preschool children have access to print and audio-visual materials that promote early learning. The print and audio-visual materials purchased under this grant were utilized 1,451 times between 1/27/04 and 9/25/04. Brain Boxes were checked out 126 times between 6/21/04 and 9/28/04.
- Electronic Learning Systems: Preschool children and their families utilize electronic learning systems to improve the child's reading skills. The 90 units purchased were checked out 807 times between 7/10/04 and 9/28/04.
- Preschool Library Card Campaign: Number of materials utilized by preschool age library cardholders. The increase in preschool age cardholders will be tracked once the campaign is underway.

Other Results:

LSTA funds enabled the Tempe Public Library to "raise the bar" in our efforts to provide materials to stimulate and educate preschool children and their parents in order to improve family literacy. The availability of the Brain Boxes, LeapPad Learning Systems, Family Place parenting materials, additional

beginning readers, and ESL materials for children has resulted in an increased number of parents spending time in the library engaged in learning activities with their children. LSTA funds used in this project will help us as we strive to meet objectives listed in our recently adopted Strategic Plan. Family Place participants and the Tempe Elementary School District reading specialists, librarians, and teachers have a greater knowledge of the resources in the Library.

Anecdotal Info:**Exemplary Reason:**

Project Code:	2003-AZ-10535
Project Title:	Project Number:
2004 Arbuthnot Honor Lecture	231-2-1-(06)
Library Name:	Project Director:
Maricopa County Library District	Tim Wadham
Phone Number:	Email:
602-506-2950	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$14,000	\$
In Kind Contributions:	Total Cost:
\$25,000	\$39,000
Number of Persons Served:	
500	
LSTA Purpose:	State Goal:
Services to persons having difficulty using libraries	Goal 5. Community Focal Point
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Enhance a lifetime of learning opportunities	Sustain our cultural heritage
Primary Users:	Secondary Users:
Adults, Library staff and volunteers, Statewide public	
Primary Services:	Secondary Services:
Continuing Education for the Public	
Start Date:	End Date:
12/1/2003	8/30/2004
Statewide? <input checked="" type="checkbox"/>	Partnership? <input checked="" type="checkbox"/>
Exemplary? <input type="checkbox"/>	OBE-Related? <input checked="" type="checkbox"/>
Project Purpose:	
The Maricopa County Library District, in partnership with the Arizona State Library and Arizona State University successfully hosted the 2004 Arbuthnot Lecture featuring Ursula K. Le Guin. The lecture was delivered at the Paul V.	

Galvin Playhouse on the ASU Campus on Friday, April 2, 2004 at 7:00 pm. The lecture was open to the general public, and was attended by library and education professionals. The desired outcome was for lecture attendees to come away with a greater appreciation of the art of fantasy literature for children, and for the Maricopa County Library District and its staff to further enhance their professional reputation.

Project Activities/Methods:

One program, the Arbuthnot Honor Lecture, was held. This was preceded by an all-day symposium organized by Arizona State University. The lecture was promoted through posters and bookmarks that were sent to libraries throughout the state of Arizona. The lecture publicized in national library magazines and the local AzLA Newsletter. It was also publicized through a Web site: <http://libcat.maricopa.gov/arbuthnot> hosted by the Maricopa County Library District.

Project Outputs:

The lecture was open to the public. The majority of the participants were library and education professionals, particularly those involved in children's books. The lecture was completely subscribed and approximately 500 people attended. Mrs. Le Guin drew both a state and national audience for the lecture.

Project Outcomes:

Outcome measured was the enhanced professional reputation of the Maricopa County Library District and its staff. This lecture put the spotlight on Arizona, and on the Maricopa County Library District in particular. Evidence of the enhanced reputation included the fact that in addition to the dignitaries, the lecture was attended by such notable figures as Ginnie Cooper, the director of the Brooklyn Public Library, and Ms. Le Guin's editor, Michael Stearns, from Harcourt Publishing.

Other Results:

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10519
Project Title:	Project Number:
Administration	
Library Name:	Project Director:
Arizona State Library, Archives and Public Records	GladysAnn Wells
Phone Number:	Email:
602-542-4035	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$85,347	\$
In Kind Contributions:	Total Cost:
\$	\$85,347
Number of Persons Served:	
3,179,155	

LSTA Purpose:

Services for lifelong learning

IMLS Primary Performance Category:

Provide access to information, resources and ideas

Primary Users:

Library staff and volunteers

Primary Services:

SLAA LSTA Administration

Start Date:

10/1/2003

Statewide? ☐

Exemplary? ☐

Project Purpose:

The State Library strives to administer LSTA grants through a knowledgeable, efficient, and fair process based on the five-year plan that benefits both the public and its libraries.

Project Activities/Methods:

The State Library provided oversight of LSTA funds in numerous ways, including fiscal, programmatic, consultative and evaluative.

Project Outputs:

The Arizona public benefit from increased services to Arizona libraries, thanks to LSTA funds.

Project Outcomes:**Other Results:****Anecdotal Info:****Exemplary Reason:****State Goal:**

Goal 1. Public Satisfaction

IMLS Secondary Performance Category:**Secondary Users:****Secondary Services:****End Date:**

9/30/2004

Partnership? ☐

OBE-Related? ☐

Project Code:

2003-AZ-10555

Project Title:

Adult Literacy Enhancement

Project Number:

231-3-2-(07)

Library Name:

Navajo County Library District

Project Director:

Geneva Durkee

Phone Number:

928-524-4745

Email:

gdurkee@navajo.lib.az.us

Library Building:**LSTA Funds Expended:**

\$45,750

Cash Match:

\$3,571

In Kind Contributions:

\$58,788

Total Cost:

\$108,109

Number of Persons Served:

850

LSTA Purpose:

Services to persons having difficulty using libraries

IMLS Primary Performance Category:

Enhance a lifetime of learning opportunities

Primary Users:

Adults, Non/limited English speaking persons, People with special needs

Primary Services:

Literacy Programs

Start Date:

10/17/2003

Statewide? ☐

Exemplary? ☐

Project Purpose:

The purpose of this project was to involve the public libraries in Navajo County in confronting the problem of the large number of adults who cannot read or who read at a very low level or whose native language is other than English. Up to the point of this grant, the libraries had played almost no role and had no materials specifically targeted for adult new readers. The Library District determined that the local community college was the primary provider for adult literacy and ESL education and tutoring in the county but did not provide any real resource materials for adult new readers. A partnership was formed to enable the college to increase the number of trained tutors available and to increase the number of students who could be enrolled at no charge in the adult literacy/ESL program, and to enable the Library District to purchase literacy and ESL materials to house in all of the twelve public libraries in rotating collections. We learned that the problem was even more serious than preliminary research had revealed, when Bill Hart, from Literacy Volunteers of Maricopa County, was the guest speaker at our kickoff events and informed us that one-third of the population in Navajo County could not read beyond a basic level, if at all. The targeted outcome was to improve the reading levels of adult new readers by enhancing the availability of materials at the appropriate reading level and increasing the number of available tutors.

Project Activities/Methods:

Navajo County Library District and Northland Pioneer College sponsored two "literacy kick off" events in the Spring, 2004, one in Winslow and one in Show Low. Several dozen school, library and agency officials in Navajo County received letters of invitation, and press releases were published in the local newspapers. Each kick-off had an attendance of about 12. Follow-up articles about the kick-offs were published in local papers emphasizing information about illiteracy and the avenues to get help. Following the "kick-offs", 18 tutor training workshops were scheduled throughout the county. The two largest workshops trained 11 and 18 students in 2-day sessions. The smaller workshops trained students individually, 1 or 2 at a time. The Library District began intensively to select and acquire the literacy and ESL books and

State Goal:

Goal 6. Families and Children

IMLS Secondary Performance Category:

Provide tools for the future

Secondary Users:**Secondary Services:**

Adult literacy, ESL programs

End Date:

8/2/2004

Partnership? ☒

OBE-Related? ☒

multimedia materials for the rotating collections. This was a significant challenge because not many publishers have these materials. The county librarian attended PLA in February with the main goal of finding distributors of literacy materials and indeed, had some success by the end of March enough material had been purchased and processed (around two-fifths of the total) so that they could be divided among the twelve libraries and sent out. However, only half the money was spent. The next four months were needed to acquire the rest and get them processed. Quite a variety of materials has become available – new readers, grammar texts, high-interest/low vocabulary materials, dictionaries, slang and idiom handbooks, bilingual texts, the complete 12-volume set of Inglés sin Fronteras, book/cassette kits, adult nonfiction books that are 60% pictures at a 6th-grade reading level, juvenile nonfiction materials with subject matter of interest to adults, life skills materials on careers, health, psychological issues, etc., as well as materials on acquiring citizenship.

Project Outputs:

In the grant application, I stated that 2400 books/materials would be purchased so each library could have 200 items each. Rather comically, when I ran a report of the items cataloged and in the Rotating ABE class, the total was 2401! At least 200 more items remain to be processed. As far as the tutoring aspect, altogether, 48 individuals representing 18 local communities completed the various trainings.

Project Outcomes:

Literacy students were pre- and post-tested using the TABE (Test of Adult Basic Education) and BEST (an ESL assessment). 42 literacy and ESL students were served during the time of the grant. Pre and posttests were collected for 34 students. Scores were tracked in the Arizona State Department of Education data base system for adult education. 15 students made "level" gains, meaning they progressed from one ESL level or ABE level to the next. These nationally standardized levels are approximately 2-grade levels each. 10 more students made an "improvement", meaning they scored higher on the standardized post test than on the pre test. Overall, the literacy grant helped Northland Pioneer College improve its results with literacy and ESOL students by 10-20% over the previous year's project.

Other Results:

LSTA funding was extremely significant because it allowed Navajo County's local libraries to acquire low level, high interest reading collections for adult new readers, thereby giving them tools to improve their literacy levels. While Northland Pioneer College has the capability to train tutors and new readers, the college library does not have a new readers collection. There are a few selections in each literacy classroom, but not enough to sustain on-going reading or to meet a wide variety of interests. It is most appropriate that through this grant, local library branches now have such materials. The Library District would not have had the budget to undertake this project without grant funding. The materials acquired will remain relevant for at least several years to come.

Anecdotal Info:**Exemplary Reason:**

Project Code: 2003-AZ-10506**Project Title:** **Project Number:**

Advisory Council

Library Name:

Arizona State Library, Archives and Public Records

Phone Number:

602-542-4035

Library Building:**LSTA Funds Expended:**

\$7,477

In Kind Contributions:

\$

Number of Persons Served:

52

LSTA Purpose:

Library technology, connectivity, and services

IMLS Primary Performance Category:

Provide access to information, resources and ideas

Primary Users:

Library staff and volunteers

Primary Services:

Information Access and Services,
Library Development, Staff
Development Education and Training

Start Date:

10/1/2003

Statewide? ☒

Exemplary? ☐

Project Purpose:

LSTA funds the activity of the State Library's Advisory Council. This Council advises the State Librarian on strategic direction for the State Library, Archives and Public Records.

Project Activities/Methods:

The Advisory Council meets no more often than quarterly and only when there are major issues facing the State Library and/or Arizona libraries.

Project Outputs:

Legislators and Arizona librarians both report that the State Library has improved its services and thereby its public satisfaction.

Project Outcomes:**Other Results:****Anecdotal Info:****Project Director:**

Jane Kolbe

Email:**Cash Match:**

\$

Total Cost:

\$7,477

State Goal:

Goal 7. Strategic Partnerships

IMLS Secondary Performance Category:

Provide tools for the future

Secondary Users:**Secondary Services:****End Date:**

9/30/2004

Partnership? ☒

OBE-Related? ☐

Exemplary Reason:**Project Code:** 2003-AZ-10557**Project Title:** **Project Number:**

Afterschool Program 213-3-2-(13)

Library Name: **Project Director:**

Prescott Public Library Constance Keremes

Phone Number: **Email:**

982-777-1500

Library Building:**LSTA Funds Expended:** **Cash Match:**

\$9,873 \$

In Kind Contributions: **Total Cost:**

\$ \$9,873

Number of Persons Served:

800

LSTA Purpose:

Services for lifelong learning

State Goal:

Goal 6. Families and Children

IMLS Primary Performance Category:

Strengthen families and children

IMLS Secondary Performance Category:

Strengthen communities

Primary Users:

Children

Secondary Users:**Primary Services:**

Education-Related Services for Children and Teens

Secondary Services:

After school programs

Start Date:

10/17/2003

End Date:

8/30/2004

Statewide? ☐**Partnership?** ☐**Exemplary?** ☐**OBE-Related?** ☐**Project Purpose:**

This project allowed the Youth Services Department to provide free thrice-weekly programs of great variety and appeal to afterschool youngsters in a safe and welcoming environment.

Project Activities/Methods:

On Mondays, youngsters engaged in boxed games of strategy. On Wednesdays, youngsters exercised their creative skills with arts and crafts. On Thursdays, youngsters were treated to Super Surprise Day, which featured movies, storytelling, origami, sign language instruction, science fair and hip hop dance classes.

Project Outputs:

Each month, more than one hundred children participated in the program, which ran from Oct. 2003 through May 2004. I prepared written surveys for

distribution to schools, parents, and afterschool youth both before and after the start of the program. While the written surveys proved helpful, I found that interviews with individuals from the above three groups yielded much more detailed and illuminating information about how to better tailor our afterschool activities. We had an overwhelmingly positive response to the 2003 afterschool program. Educators welcomed the educational programs we offered that honed acuity in thinking skills and a deeper appreciation of literature. Working parents repeatedly thanked us for providing their youngsters with a safe and stimulating environment during the afterschool hours. Youngsters expressed great enthusiasms for our three afterschool days, often dashing in from outside to find out what special activity awaited them. They especially liked the variety and the many different people with whom they got to interact throughout the year.

Project Outcomes:**Other Results:****Anecdotal Info:****Exemplary Reason:**

Project Code:	2003-AZ-10533
Project Title:	Project Number:
Ajo Cultural and Historical Inventory	231-2-1-(04)
Library Name:	Project Director:
Pima County Public Library	Virginia Beauchel
Phone Number:	Email:
520-791-4391	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$15,000	\$
In Kind Contributions:	Total Cost:
\$15,000	\$30,000
Number of Persons Served:	
500	
LSTA Purpose:	State Goal:
Library technology, connectivity, and services	Goal 5. Community Focal Point
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Sustain our cultural heritage
Primary Users:	Secondary Users:
Adults, Statewide public	
Primary Services:	Secondary Services:
Cultural Heritage Programs, Digitization and Digital Library Projects, Information Access and	

Services

Start Date:

10/1/2003

End Date:

6/30/2004

Statewide? ☐**Partnership?** ☒**Exemplary?** ☐**OBE-Related?** ☐**Project Purpose:**

Ajo is a rural community in western Pima County 120 miles from the nearest major metropolitan area. The citizens of Ajo have been interested in pursuing connections with the historical and cultural organizations in Ajo. Agnes Griffen, retired Tucson Pima Public Library director, had hoped to make Ajo part of the 2000 Promoting Libraries, Archives, and Museums in Pima County grant; however, the scope of that project did not include Ajo. Community interest continues to be expressed for the need to discover what kinds of materials, span dates, collections sizes, accessibility, and programs exist in the regional organizations. The primary goal of the Ajo-Western Pima County Cultural and Historical Inventory Project is to lay a foundation to build relationships that will be needed to make this an ongoing community project.

Project Activities/Methods:

A dedicated group of community organization leaders worked in conjunction with the Salazar-Ajo Public Library to determine the needs and goals of the project. Each organization shared the vision to promote the diverse cultural resources in the community, and to work together to maintain an updated, unified listing of those materials that would be of interest to researchers, visitors, and local patrons. Data was collected via a survey instrument as well as site visits to each of the participating organizations in the community. In addition, on Friday, January 23, 2004, Richard Pearce-Moses from the Arizona State Library visited the Salazar-Ajo Branch library to discuss with each of the organizations the State Library Cultural Inventory Project.

Project Outputs:

The completed objectives for the Ajo-Western Pima County Cultural and Historical Inventory Project were:

- The identification of agencies and organizations located in the Ajo, AZ and the western Pima County region with collections relevant to the Cultural and Historical Inventory Project including span dates, types of materials, approximate size of collections and accessibility. Participating organizations were as follow: Ajo Copper News, Ajo Historical Society, Arizona Archaeological Society – Ajo Chapter, Cabeza Prieta National Wildlife Refuge, Cabeza Prieta Natural History Society, Douglass Funeral Home, Historic Ajo Preservation Society, International Sonoran Desert Alliance, Organ Pipe Cactus National Monument, and the Salazar-Ajo Branch Library (Tucson-Pima Public Library).
- The inventory provided a unified list in booklet form of where to access information and view artifacts of the Ajo-western Pima County region including Why and Lukeville.
- The initial list was added to the Salazar-Ajo Library web site with links to the participating agencies and organizations. Each participating organization made available the Ajo-Western Pima County Cultural and Historical Inventory Project in printed and electronic form.
- The project will continue with additions to the list and web sites. The long-range goal will be to completely digitize the information in a collaborative website and pertinent information be included in the Arizona State Cultural Inventory Project

Project Outcomes:

Other Results:

Funding from the Tucson Pima Public Library System and the Library Services and Technology Act (LSTA) enabled us to successfully conduct the information gathering and planning phase of this project and establish achievable objectives. Further more, with funds from LSTA, a high-quality booklet and brochures were printed and given to local organizations for distribution to the public. In addition, funds from LSTA enabled the Salazar-Ajo Branch Library to expand its Arizona History Collection by enabling the library to collect and copy data and photographs from local historians and patrons as well as purchase archival materials to safely store the documents. The Ajo-Western Pima County Cultural and Historical Inventory was important to the community because it highlighted the wealth of information and data maintained by the many dedicated groups in this small, rural community. We hope through our efforts, we will be able to serve as a guide for other small communities for how to highlight the significance of their data and history and make it more accessible to the public.

Anecdotal Info:**Exemplary Reason:**

Project Code:	2003-AZ-10504
Project Title: Arizona Book Festival	Project Number:
Library Name: Arizona State Library, Archives and Public Records	Project Director: Ken Evans
Phone Number: 602-542-4035	Email:
Library Building:	
LSTA Funds Expended: \$15,000	Cash Match: \$
In Kind Contributions: \$45,000	Total Cost: \$60,000
Number of Persons Served: 12,000	
LSTA Purpose: Services for lifelong learning	State Goal: Goal 1. Public Satisfaction
IMLS Primary Performance Category: Strengthen communities	IMLS Secondary Performance Category: Strengthen families and children
Primary Users: Adults, Children, Statewide public	Secondary Users:
Primary Services: Intergenerational Programs, Literacy Programs, Outreach Services	Secondary Services:
Start Date:	End Date:

6/1/2003

5/30/2004

Statewide? ☒**Partnership?** ☒**Exemplary?** ☐**OBE-Related?** ☐**Project Purpose:**

This free, family event celebrated books and reading by featuring local and nationally recognized writers who appear on stage; thousands of new and used books for sale; hundreds of exhibitors including local writers and illustrators who showcase their latest work; book appraisals; interactive discussions; multicultural programs; author signings; cook book demonstrations; an entire area devoted to children – including costumed characters walking around, children's authors and plays; and much more. The Arizona Book Festival was the kick-off event for OneBookAZ, a statewide effort that brings readers together by focusing on one book during the month of April.

Project Activities/Methods:

The Arizona Book Festival was present by the Arizona Humanities Council, the Arizona State Library, and the Maricopa County Library District. Each sponsor was represented on an executive committee that made decisions brought forth by the full Book Festival committee. The full committee was comprised of individuals from the executive committee, plus additional representatives from each sponsor and individuals from various organizations that wished to participate. Members of the full committee also served on sub-committees that deal with a specific aspect of the festival – i.e., talent, publicity, stage contracts. Each committee met monthly beginning the month following the end of the last festival – it is a year-long process, with a timeline followed. Each sponsor agency had specific duties it was responsible for – the State Library, being the host site, on state property, was responsible for handling all of the details of security, safety, maintenance, risk management, parking, event notice to state employees and media sources. A workshop was conducted for new exhibitors, and an orientation was conducted for volunteers.

Project Outputs:

This was the second Arizona Book Festival held at the Carnegie Center. Attendance was 12,000 which exceeded expectation considering the weather. The setting was very good for attendees as there was ample free parking in short walking distance to the festival. The fenced grounds increased security for the exhibitors and attendees. The gate access on all sides of the property, was very useful for the exhibitors to unload and later load their materials from their vehicles on the streets.

Project Outcomes:**Other Results:****Anecdotal Info:****Exemplary Reason:**

Project Code:

2003-AZ-10508

Project Title:**Project Number:**

Arizona Convocation

Library Name:**Project Director:**

Arizona State Library, Archives and
Public Records

Ken Evans

Phone Number:

Email:

602-542-4035

Library Building:

LSTA Funds Expended:

Cash Match:

\$13,365

\$

In Kind Contributions:

Total Cost:

\$25,000

\$38,365

Number of Persons Served:

80

LSTA Purpose:

State Goal:

Services for lifelong learning

Goal 7. Strategic Partnerships

**IMLS Primary Performance
Category:**

**IMLS Secondary Performance
Category:**

Provide tools for the future

Provide access to information,
resources and ideas

Primary Users:

Secondary Users:

Adults, Library staff and volunteers,
Public library trustees

Primary Services:

Secondary Services:

Information Access and Services,
Institutional Library Services, Library
Development

Start Date:

End Date:

10/30/2003

8/30/2004

Statewide? ☒

Partnership? ☒

Exemplary? ☒

OBE-Related? ☐

Project Purpose:

The Arizona Convocation is intended to build collaboration between libraries, archives, records custodians, and museums to support the preservation of Arizona's cultural heritage and to promote resource sharing. The Convocation was held in Pinetop, Arizona with an attendance of approximately 85 participants. The Convocation is a combination of networking opportunities and workshops. This year's theme was "Storytelling: Sharing your voice, sharing your vision, building your story." Our intention was to inspire attendees to think about telling their professional, organizational or community's story to supporters and to governing bodies. In a time when resources are difficult to obtain, the ability to clearly communicate one's message is pivotal. The program was designed for directors, staff, volunteers, board members or anyone who speaks for or about an organization.

Project Activities/Methods:

The Convocation opened on Sunday night with dinner and a Keynote Speaker. Don Doyle, a nationally recognized storyteller and a Professor Emeritus of theatre and storytelling at Arizona State University served as the Keynote for 2004. Monday began with a general session followed by an opportunity to

break into smaller discussion groups. During the lunch program the highlight was Native American storytelling. Cedric Hendricks shared a powerful PowerPoint presentation as a representation of a media format and Susan Secakuku read from her newly published children's book, *Meet Mindy: A Native Girl of the Southwest*. The Monday afternoon session started with a general session facilitated by Tim Delaney, founder of The Center for Leadership, Ethics and Public Service. Mr. Delaney provided a foundation for strengthening cultural institutions' collective voice by describing how libraries, museums and other cultural keepers contribute to Arizona's powerful nonprofit economic engine. Lastly, the afternoon session broke attendees into 3 smaller groups. Each group was led by a facilitator who encouraged individual contributions to a discussion of strategic planning for the future of libraries, archives & museums.

Project Outputs:

80 attendees participated in a vision building session entitled *Vibrant Libraries, Museums and Archives of the Future: Which Path Do We Chose?* Attendees were divided into 3 groups to answer the question: "How do libraries, archives and museums thrive in the 21st century?" Comments from the groups were gathered by the facilitator.

Project Outcomes:**Other Results:**

The Convocation allows cultural professionals from around the state an opportunity to gather, network and share best practices information. In addition to the continuing education component, for many attendees this annual event is the only opportunity to talk with colleagues located in different parts of the state to share successes, discuss common problem areas and discover workable solutions that may already be in place in other communities. The Convocations would not be possible without the support of LSTA funding. The State Librarian has made the accessibility of this program for everyone a major component; therefore, attendees are not required to pay to attend the Convocation. The only cost to an attendee is lodging, and room rates are negotiated to ensure lodging is affordable.

Anecdotal Info:**Exemplary Reason:**

This is a model project, aimed at creating an indepth dialogue between the library, museum, archive and public records communities. This two-day, retreat-like meeting, creates opportunities for networking, partnership and resource sharing. Nationally recognized speakers provide inspiration as well as new perspectives on topics of common interest.

Project Code:	2003-AZ-10528
Project Title: Arizona Reading Program	Project Number:
Library Name: Arizona State Library, Archives and Public Records	Project Director: Holly Henley
Phone Number: 602-542-4035	Email:
Library Building:	

LSTA Funds Expended:

\$41,056

In Kind Contributions:

\$88,903

Number of Persons Served:

42,470

LSTA Purpose:

Services for lifelong learning

IMLS Primary Performance Category:

Strengthen families and children

Primary Users:Children, Pre-school children,
Statewide public**Primary Services:**Education-Related Services for
Children and Teens, Literacy Programs**Start Date:**

10/1/2003

Statewide? ☒**Exemplary?** ☐**Project Purpose:**

The Arizona Reading Program supports library patronage and literacy development by providing resources that help public and tribal librarians plan, promote, and implement reading programs for children and teens during out-of-school times. Each participating library then adapts the resources and individualizes the program based on the needs and assets of its own community.

Project Activities/Methods:

Three full-day regional workshops were conducted for library staff members to share best practices in preparation for conducting reading programs in their libraries. Ninety-four staff members attended. Libraries that chose to participate in the statewide reading program received manuals with ideas for programming and bibliographies of materials for children and adults, along with resources such as reading logs for readers to track their progress. The State Library's web site and online newsletter promoted the program to library staff members. Libraries then used a variety of methods to promote the program, the most effective of which were going to schools to talk directly with students and working with teachers and teacher-librarians to encourage participation.

Project Outputs:

1. Money contributed by libraries - \$45,431.47 2. Money contributed by other partners - \$43,471.36 3. Volunteer hours contributed - 7093.75 4. Youth participants - 41252 5. Adult participants - 1218 6. Workshops provided to library staff by Arizona State Library - 3 7. Library staff members attending

Cash Match:

\$

Total Cost:

\$129,959

State Goal:

Goal 6. Families and Children

IMLS Secondary Performance Category:

Enhance a lifetime of learning opportunities

Secondary Users:**Secondary Services:**

Summer reading programs

End Date:

8/31/2004

Partnership? ☒**OBE-Related?** ☐

workshops - 94 8. Number of libraries that used the reading program manual provided by the Arizona State Library - 95

Project Outcomes:

Other Results:

The Arizona Reading Program is designed to keep children reading during out-of-school times and thus to retain or improve their reading skills and to develop their use of the library as a foundation for a lifetime of learning. LSTA funding makes the training and materials essential to facilitating the program available to all libraries in the state so that children and teens in small, rural areas can benefit equally with those in large, urban populations or the more affluent suburbs.

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10536
Project Title:	Project Number:
Avondale Cultural Awareness	231-3-1-(01)
Library Name:	Project Director:
Avondale Old Town Library	Carla Patton
Phone Number:	Email:
623-932-9415	LIBRARY@avondale.org
Library Building:	
LSTA Funds Expended:	Cash Match:
\$7,000	\$
In Kind Contributions:	Total Cost:
\$6,700	\$13,700
Number of Persons Served:	
2,000	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 4. Cultural Diversity
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Strengthen families and children	Enhance a lifetime of learning opportunities
Primary Users:	Secondary Users:
Adults, Children, Non/limited English speaking persons	
Primary Services:	Secondary Services:
Cultural Heritage Programs	Local history
Start Date:	End Date:
10/17/2003	6/30/2004
Statewide? <input type="checkbox"/>	Partnership? <input checked="" type="checkbox"/>
Exemplary? <input type="checkbox"/>	OBE-Related? <input checked="" type="checkbox"/>

Project Purpose:

The Avondale Public Library put together a series of Cultural Awareness programs for the citizens of Avondale and surrounding communities. These programs were designed for children, young adults, adults and senior citizens. The Avondale Public Library partnered with the Bead Museum of Glendale, Northwest Black History Committee, and the Heard Museum. We created and distributed full color, four fold informational brochures with the program description, date and time at library events and to our patrons. The library was also able to purchase materials that encouraged the understanding of other cultures in our community: Encyclopedias - Native North America (4 Vol.) - Black America (5 Vol.) - African American at War (2 Vol.) - Conspiracy Theories in American History (2 Vol.) - Barbarian Europe - Jesus in History, Thought, and Culture (2 Vol.) - Religion and American Cultures (3 Vol.) - Women and the Law: Leaders, Cases, and Documents - Countries and their Cultures (4 Vol.) - American Immigrant Cultures (2 Vol.) - Encyclopedias of Uruguay, Chile, El Salvador, Honduras and Peru (Spanish version) Books - Indigenous Women's Health Book Within the Sacred Circle Videos - Amazing Destinations Series (3 Vol.) - Treasures of South America - China: An Open Door - Castles, Cathedrals and Roman Ruins (DVD) - Full Circle with Michael Palin Collection - Geographical Odysseys Series (5 Vol.) - Colin Powell: A Soldier's Campaign - Martin Luther King, Jr.: The Man and the Dream - Alamo (the collection) - Great Native Americans Nations Series (6 Vol.) - Cesar Chavez (in English and Spanish) - History of Britain series (3 Vol.) - Understanding World Religions (6 Vol.) - We Must Never Forget: The Story of the Holocaust - Roots Video Collection (6 Vol.) - Multicultural People in America (15 Vol.)

Project Activities/Methods:

The Avondale Public Library provided seven cultural awareness programs for the citizens of Avondale and surrounding communities: 1. Reading and discussion of Tell all the Children our Story: Memories and Mementos of being Black in America on February 18, 2004 – Reading by Nicki Nichols-Cutright, Member of the Northwest Black History Committee 2. Literacy Review: "I Refused to Leave the Hood" by Cloves Campbell Sr. on February 25- Speaker: Cloves Campbell Sr. 3. "Native American Stories" on April 13, 2004 – Speaker: Pat Ziegler, Heard Museum 4. "Zuni Fetish Necklace Workshop" on April 14, 2004 – Instructor: Christy Puetz, the Bead Museum in Glendale 5. "Dia De los Ninos Celebration" (Day of the Child) on April 28, 2004 – Storyteller: Martin Rivera, Sr. 6. "Dance Around the World" (paid by the Avondale Public Library) on May 12, 2004 – Performed by: Opendance 7. Come and Enjoy Folktales from a Distant Land! and find out what is Origami? on May 11, 12, & 13, 2004 – Speaker and Instructor: Daphne Purchase, Youth Services Librarian The Avondale Public Library promoted these programs to the citizens of Avondale and surrounding communities in the following venues: a. Distributed 2,500 Cultural Awareness Informational brochures b. City of Avondale Page which appears monthly in the West Valley View c. City of Avondale Community/Recreation Services Program Guide d. Ads in the West Valley View Newspaper e. City of Avondale Public Library Web page at www.avondale.org/3042.html f. Flyers and posters g. News Releases

Project Outputs:

1. Over 500 patrons (children, adults, seniors and Spanish Speaking patrons) attended the Cultural Awareness programs at the Avondale Public Library. 2. 2,500 Cultural Awareness Informational brochures were distributed. (These brochures provided a description of the program, date and time, speaker's name and location) 3. 102 new titles available for the public on different

cultures. (The library's educational video collection has increased by 5%)

Project Outcomes:

In the 2003 Avondale Public Library Strategic Plan, Cultural Awareness was the number one priority for our existing facility to provide to the citizens of Avondale. With the Cultural Awareness Program grant, we were able to provide programs and materials on different cultures. The Avondale Public Library gathered information by: - Asking program attendees to fill out a survey - Having staff totaled attendance at the Cultural Awareness Programs - Using Follett statistics of material counts, usage and patron increase Our outcomes were: - 23% increase of new cards issued - 5% increase in our educational video collection - 7% increase in the library's monthly circulation - 98% were satisfied with the programs provided

Other Results:

LSTA funding enabled the Avondale Public Library the opportunity to provide seven cultural awareness programs and purchase 102 new materials for the citizens of Avondale and surrounding communities. The cultural awareness programs and materials helped the community in understanding their own culture and the cultures of others. Without the LSTA funding, it would have been impossible to provide these programs to our community due to the overall city budget cuts.

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10527
Project Title: AZ Net Lending	Project Number:
Library Name: Arizona State Library, Archives and Public Records	Project Director: Mala Muralidharan
Phone Number: 602-542-4035	Email:
Library Building:	
LSTA Funds Expended: \$37,797	Cash Match: \$
In Kind Contributions: \$	Total Cost: \$37,797
Number of Persons Served: 132,228	
LSTA Purpose: Services for lifelong learning	State Goal: Goal 7. Strategic Partnerships
IMLS Primary Performance Category: Provide access to information, resources and ideas	IMLS Secondary Performance Category: Provide tools for the future
Primary Users: Adults, Statewide public	Secondary Users:

Primary Services:

Interlibrary Loan, Technology
Infrastructure

Start Date:

7/1/2003

Statewide? ☒

Exemplary? ☐

Secondary Services:**End Date:**

6/1/2004

Partnership? ☐

OBE-Related? ☐

Project Purpose:

Arizona State Library, selected OCLC/AMIGOS Group Access Capability (GAC) to establish a statewide network. The purpose of this was to enable the libraries to know what was available in the network of public, academic and special libraries and to facilitate Interlibrary Loans. This database was called AZNET. AZNET has grown steadily over the years; at present there are 84 members. LDD also coordinates and supports the statewide online Arizona Network (AZNET) to help connect 84 libraries to the national library network WORLDCAT, to facilitate inter-library loan of books and magazine articles Benefits 1. Users can remote access journal collections and the catalog and 24 hours a day, 7 days a week through FirstSearch 2. They will have access to WorldCat, the world's largest, most complete, and most consulted library union catalog. 3. Libraries will be better able to cope with cuts to the acquisitions budget by being able to access and get on inter-library loan materials that would otherwise never have been able to supply their patrons. 4. Federal statistics shows that while Arizona has a low per capita book budget, it has coped well using interlibrary loans 5. The State Library encourages rural libraries to be a part of AZNET and assists in retro-conversion of existing catalogs 6. The State Library rewards net-lenders (those who lend more than they borrow) each year.

Project Activities/Methods:

1. An ILL protocol Manual was created to help with the logistics and protocol for ILL. 2. Promotional e-mails, mailers and promotional materials from OCLC were sent to all the libraries in the system re FirstSearch ILL module. This was newly introduced in 2002 July 3. ILL Training (basic, intermediate, advanced and Admin module) was organized through Amigos. Over 10 face-to-face trainings and several on-line trainings, including some one-on-one trainings were held all over the state. 4. Monthly statistics were collected and tabulated to monitor usage. 5. Net lenders were sent checks @ \$3 per net loan 6. State Library also pays for AZNET members for the first two years and for Batch loading and retroconversion.

Project Outputs:

132,228 (total borrows benefiting by this service) Total Books/ Media Borrowed 104,285 Total Photocopies recd 27,943 Total Net Lending 12,593

Project Outcomes:**Other Results:****Anecdotal Info:****Exemplary Reason:**

Project Code:

2003-AZ-10554

Project Title:**Project Number:**

Basic Literacy for Families

231-3-2-(01)

Library Name:

Project Director:

Avondale Old Town Library

Carla Patton

Phone Number:

Email:

623-932-9415

LIBRARY@avondale.org

Library Building:

LSTA Funds Expended:

Cash Match:

\$20,880

\$

In Kind Contributions:

Total Cost:

\$10,861

\$31,741

Number of Persons Served:

12,500

LSTA Purpose:

State Goal:

Services for lifelong learning

Goal 6. Families and Children

IMLS Primary Performance Category:

IMLS Secondary Performance Category:

Enhance a lifetime of learning opportunities

Provide tools for the future

Primary Users:

Secondary Users:

Adults, Children, Non/limited English speaking persons

Primary Services:

Secondary Services:

Continuing Education for the Public, Literacy Programs, Software and Equipment

Adult literacy, ESL programs

Start Date:

End Date:

10/17/2003

8/31/2004

Statewide? ☐

Partnership? ☒

Exemplary? ☐

OBE-Related? ☒

Project Purpose:

Avondale Public Library partnered with West Side Head Start to create ESL and literacy opportunities for our community, these opportunities included: 1. Spanish language story time and craft activities. 2. English language story time and craft activities for Head Start students. 3. Selection process which included the procurement of multimedia language instruction for Spanish speakers/readers: • Ingles sin Barrera's for beginner through intermediate adults • Hello America for intermediate through advanced adults • Disney's world of English for ages 1-14 • Video Teacher for beginner through intermediate adults • A total of 629 new Spanish language titles Avondale Public Library subscribed to the Rosetta Stone Language Learning Database. Avondale Public Library created and distributed a new bi-color, four fold, Spanish and English informational brochure. While these services benefited the community as a whole, our target audience is the 39% of our population who have limited English proficiencies. This group includes preschool aged children through the adults in our community seeking to increase literacy skills. Avondale Public Library expected the patronage of the library to

increase as well as increasing the quality of life for our patrons.

Project Activities/Methods:

The Basic Literacy for Families program provided: 1. 21 Cuentos in Español and craft activity sessions for preschool through third grade children 2. 62 story time and craft activity sessions in English for preschool through third grade children 3. 40 outreach story time and open house sessions in Spanish and English 4. Rosetta Stone Language Learning database 5. 15,000 new Spanish and English informational library brochure distributed to Avondale Schools 6. New multimedia language instruction materials 7. New Spanish language titles Avondale Public Library communicated to the community the benefits of the Basic Literacy for Families program in the following venues: 1. City of Avondale Page which appears monthly in the West Valley View Newspaper. 2. Announced on the City of Avondale Web page on line at www.avondale.org 3. Detailed information provided on the City of Avondale Public Library Web page on line at www.avondale.org/3042.html 4. City of Avondale Community Recreation Services – Program Guide 5. West Valley View Newspaper. 6. Bi-lingual in-house flyers, posters, bookmarks, calendars, brochures and announcements. 7. Bi-lingual community outreach flyers, posters, bookmarks, calendars, brochures and announcements.

Project Outputs:

The Basic Literacy for Families programs and materials were utilized in the following ways: 1. 232 attended Cuentos en Español and Craft sessions for preschool through third grade children. 2. 2761 attended the story time and craft sessions in English for preschool through third grade children 3. 1483 attended the outreach Open House, Literacy Nights, and Young Authors weeks in English 4. Rosetta Stone Language Learning database had 149 users and 872 activities completed by December 15, 2004 5. 15,000 new Spanish and English informational library brochures. 6. 76 new multi media language instruction materials for circulation. 7. 553 new Spanish language titles for circulation.

Project Outcomes:

The Basic Literacy for Families grant provided an introduction to technology for our community, as well as increased literacy skills, by increasing all participants' usage of the library's traditional and technological services to provide a foundation of literacy for all generations of the community. Our Outcomes were: 1. 23% increase in patrons 2. 31% increase in Spanish language materials 3. 10% increase in program attendance 4. 100% increase in Spanish language programming. Avondale Public Library gathered data in the following ways: 1. Staff totaled attendance at all story times. 2. Staff totaled attendance at all outreach events. 3. In-house statistical reporting of material counts, usage and patron counts. 4. Electronic user tracking provided by Rosetta Stone Language Learning database. 5. Survey of patrons' usage of ESL opportunities

Other Results:

LSTA funding enabled Avondale Public Library to provide comprehensive learning opportunities to our community. Thirty-nine percent of our community has limited English proficiencies; as a result the library was in need of a greater role in our communities learning process. These opportunities increased language skills, learning skills, technology skills and patron confidence. The procurement of the Rosetta Stone Language Learning database hinged solely on the funds provided by LSTA. This database is vital to the integration of English into the lives of the Spanish speakers, and this

technology is at times a patrons' initiation into the digital world. In conjunction with the technology and the Spanish language programs, the collection needed to grow to support the needs of the Spanish speaker/reader. The LSTA funds enabled Avondale Public Library to update the Spanish language collection, offer a bilingual brochure of library services, offer Spanish language programming for the first time and obtain a subscription to the Rosetta Stone Language Learning database.

Anecdotal Info:**Exemplary Reason:**

Project Code:	2003-AZ-10558
Project Title:	Project Number:
Bonding With Baby	231-3-2-(11)
Library Name:	Project Director:
Phoenix Public Library	Mimi Aronson
Phone Number:	Email:
602-262-4636	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$25,000	\$
In Kind Contributions:	Total Cost:
\$1,178	\$26,178
Number of Persons Served:	
4,000	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 6. Families and Children
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Strengthen families and children	Enhance a lifetime of learning opportunities
Primary Users:	Secondary Users:
Adults, Pre-school children	
Primary Services:	Secondary Services:
Literacy Programs	
Start Date:	End Date:
10/17/2003	7/30/2004
Statewide? <input type="checkbox"/>	Partnership? <input checked="" type="checkbox"/>
Exemplary? <input checked="" type="checkbox"/>	OBE-Related? <input checked="" type="checkbox"/>
Project Purpose:	
This grant placed the Bonding with Baby program into Phoenix Public Library Branch sites – Yucca, Mesquite, and Desert Sage during the grant period, ending in May, 2004. The programs were designed to enhance emergent literacy skills for pre-talkers from birth to two years old. A contractor, funded by the grant, planned the programs and trained staff in presenting the	

programs to parents and caregivers with their infants. The contractor also prepared handouts, printed materials such as bookmarks and a brochure; recommended book titles; assisted in purchasing materials and supplies; and, worked with our partner Southwest Human Development to promote the programs and the concept by disseminating brochures. Board books, learning toys, equipment and cleaning/storage supplies used in the programs were purchased with grant funds. Additionally, parenting and educational DVDs for infants/toddlers for check-out were acquired with LSTA funds.

Project Activities/Methods:

Bonding with Baby programs were weekly 20 minute presentations by library staff followed by 20-30 minute "community time" for babies and toddlers ages birth to 23 months and their parent/caregiver. In the program, babies were introduced to simple rhymes, songs, fingerplays, books and large muscle activities with informational sound-bites given to parents/caregivers. The sound-bites provided new information or reinforced existing behavior in the area of language or child development, e.g. "Hug, hug! The more babies are cuddled and held, the more secure and independent they will be when they are older." Program emphasis was on repetition for learning and anticipation and one-on-one interaction between baby and caregiver. The primary purpose of library staff was to model techniques and behaviors to help the parent/caregiver become the child's first and best teacher. "Community time" allowed for parent(s)/caregiver(s) to meet and share and babies to use learning toys and books. A brochure, Parent Guide to Early Literacy and two bookmarks, "Boost Your Baby's" and "Books and Babies" were developed and disseminated. These tell how to share books with baby, how to boost brain power and physical and emotional development, contain fingerplays and recommend board book titles. These were available at the programs, given to Southwest Human Development for outreach distribution and sent to other Phoenix Public Library sites. Promotion was through the Phoenix Public Library's Calendar of Events, in print and online at the Library's website. Posters/signs were displayed at each participating library and "recruiting" occurred by approaching parents with babies and pregnant mothers.

Project Outputs:

Just under 1,000 attendees (937) were counted at 47 programs within a four month period – 167 at Yucca, 211 at Desert Sage and 559 at Mesquite Branch Library. Brochures and two separate bookmarks were developed and printed, along with a ring boardbook for distribution to attach to strollers, etc., with tips for parents and fingerplays and rhymes to help them bond with baby. Approximately 24 separate board book titles in multiple copies were purchased for use in the programs and 23 DVD titles were purchased in multiple copies for circulation. Some DVD titles included "Child Development: First Two Years"; "Parents, the Child's First Teacher" and "Baby Einstein". "Help Your Child Get Ready to Read posters were purchased for display at each location from Multnomah County Library system. Carpet squares were acquired for the participants to sit on and a variety of learning toys such as building blocks, stackers, rhythm sticks, big books, songs and rhymes, color discovery boxes, and puppets were purchased from Lakeshore Learning to assist in infant motor and sensory development during the community time. Parachutes were used at the end of each session where parents and infants hold the parachute and raise and lower it reciting a rhyme. At the end, the children crawl or walk under the parachute while it is being held up.

Project Outcomes:

Survey questionnaires were used at the beginning, midpoint and end of the

program period. These were administered by staff orally to program participants who had attended at least one other session. These are the outcomes from the final survey: 1. 69% interact differently with their baby 2. 44% read more to their baby and 56% read the same 3. 81% read daily to their baby and 19% read several times a week 4. 94% said their baby communicates more – “more excited about books,” “talking better and talking more,” “learning words more quickly” 5. 69% visit the library more, 29% the same and 1% less because of moving 6. 69% visit the library once a week and 31% visit more 7. 69% are more comfortable coming to the library and 2 parents said their babies are more comfortable 8. 81% found information at the library about community services for the family 9. 100% were satisfied with the program It was evident that many desirable behaviors were already in practice between the caregivers and their babies/toddlers. The program introduced some new behaviors and others were reinforced. Midway through the program, 45% reported their baby was “now showing more interest in books.” Bonding with Baby appears to have resulted in increased frequency of visits to the library. The program did contribute to an increased awareness of community resources and services available for families and also led to an increase in visits to the library.

Other Results:

With Arizona’s high school dropout rate and almost half of fourth graders reading below basic levels according to the Annie E. Casey Foundation, it behooves all educators and librarians to do what they can to reverse these statistics. Research tells us that 90% of brain development occurs between birth and age three and also that children not reading at grade level in third grade never catch up. This all points to the importance of reaching the youngest children and their parent/caregiver. LSTA funding provided such an emergent literacy program - Bonding with Baby at Yucca, Desert Sage and Mesquite libraries.

Anecdotal Info:

A grandmother caregiver commented that she did not realize she was turning her grandchild into an “infant seat potato” but once she sang and danced and talked with her little one and used our hints for playtime, the baby became much more mobile. – Yucca Baby learned a new word – buh-buh for bubbles from Bonding with Baby program. – Yucca A mother reported her son crawls on her lap more frequently since attending Bonding with Baby and wants her to read a book more often and sing more. – Yucca A mother at Desert Sage was very grateful for the weekly handouts of the songs and rhymes. She said she knew many of them at one time but had forgotten. She said she was rhyming more now with her baby. – Desert Sage A mother and her 20 month old son attended the Bonding with Baby program at Mesquite regularly. The first month, the little boy was very shy, almost withdrawn. Although he observed everything, he participated in nothing and his face showed little to no reaction to anything during both the program and the community time. As time progressed, he began to make some of the hand motions to the songs, smile at the presenters and play with some toys during the community time. By the end of the 4th month, he was talking with library staff, interacting playfully with some of the other toddlers, eagerly choosing books to check out and helping pick up toys during “clean-up.” His mother said that socialization was one of the primary reasons she attended Bonding, because he was so shy. – Mesquite

Exemplary Reason:

Phoenix Public Library has previously provided Story times for 3-4 year olds, 5

year olds and even 2 year olds. The Bonding with Baby Program, however, has been an innovative approach for library staff serving a new population with emphasis on the interaction of parent/caregiver with their young infant in stimulating brain development for emergent literacy. We have learned the importance of reading to an infant from research and that if a child is not reading at the appropriate level by grade three, they rarely catch up and their chance of dropping out of school is great. We have also learned that the greatest impact is on the teen parent, which will also be our new focus. As a result of the importance and success of the Bonding with Baby programs, they are being instituted at all Phoenix Public library sites during 2004/2005.

Project Code:	2003-AZ-10576
Project Title:	Project Number:
Books for Rural Libraries	231-3-2-(21)
Library Name:	Project Director:
City of Mesa Library	Maria Hernandez
Phone Number:	Email:
480-644-2702	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$2,000	\$
In Kind Contributions:	Total Cost:
\$2,283	\$4,283
Number of Persons Served:	
2,283	
LSTA Purpose:	State Goal:
Services to persons having difficulty using libraries	Goal 7. Strategic Partnerships
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	
Primary Users:	Secondary Users:
Adults, Children, Institutionalized persons	
Primary Services:	Secondary Services:
Information Access and Services	Collection development
Start Date:	End Date:
12/23/2003	7/31/2004
Statewide? <input checked="" type="checkbox"/>	Partnership? <input checked="" type="checkbox"/>
Exemplary? <input type="checkbox"/>	OBE-Related? <input type="checkbox"/>
Project Purpose:	
The Books for Rural Libraries project makes books withdrawn from the collection of the City of Mesa Library available to smaller libraries throughout	

the state, and recently, internationally as well.

Project Activities/Methods:

Applications for books are made directly to the volunteer coordinator, and then books are selected and packaged by library volunteers. Books were donated to the following libraries: Tokushima Prefectural International Exchange Association, Tokushima Bunri University, Tokushima, Japan; Quartzsite Public Library; MacArthur Elementary School; Maricopa County Juvenile Detention Center; Apache Junction Public Library; Library and Studio Fioretta Mazzei, Florence, Italy; and Academy with Community Partners, Inc.

Project Outputs:

Books from this project have been incorporated into existing libraries and used to provide supplemental reading material in classrooms for elementary school children in underserved areas. The audience figure is based on the number of books distributed.

Project Outcomes:

Other Results:

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10575
Project Title:	Project Number:
Books to Rural Libraries	231-3-2-(20)
Library Name:	Project Director:
Pima County Public Library	Mary Billings
Phone Number:	Email:
520-791-4391 1	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$2,000	\$
In Kind Contributions:	Total Cost:
\$	\$2,000
Number of Persons Served:	
4,000	
LSTA Purpose:	State Goal:
Services to persons having difficulty using libraries	Goal 7. Strategic Partnerships
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Strengthen communities	Provide access to information, resources and ideas
Primary Users:	Secondary Users:
Adults, Children, Rural populations	
Primary Services:	Secondary Services:
Information Access and Services	

Start Date:

10/17/2003

End Date:

8/31/2004

Statewide? ☒**Partnership?** ☒**Exemplary?** ☐**OBE-Related?** ☐**Project Purpose:**

The purpose of this small project was to augment book collections at small, rural libraries by giving them access to library friends' sale materials from larger libraries.

Project Activities/Methods:

The library publicized book sales to rural libraries, and worked with the rural librarians to select books.

Project Outputs:

The project results had not been reported at the time of this report. The number of persons served is based on the number of materials the library expected to distribute.

Project Outcomes:**Other Results:****Anecdotal Info:****Exemplary Reason:**

Project Code:

2003-AZ-10514

Project Title:

Braille and Talking Books

Project Number:**Library Name:**

Arizona State Library, Archives and Public Records

Project Director:

Linda Montgomery

Phone Number:

602-542-4035

Email:**Library Building:****LSTA Funds Expended:**

\$200,474

Cash Match:

\$

In Kind Contributions:

\$

Total Cost:

\$200,474

Number of Persons Served:

11,000

LSTA Purpose:

Services to persons having difficulty using libraries

State Goal:

Goal 3. Information Technology

IMLS Primary Performance Category:

Provide access to information, resources and ideas

IMLS Secondary Performance Category:

Provide tools for the future

Primary Users:**Secondary Users:**

Adults, Children, People with special needs

Blind and visually-impaired persons

Primary Services:

Information Access and Services,
Software and Equipment, Technology
Infrastructure

Secondary Services:

Start Date:

10/1/2003

End Date:

9/30/2004

Statewide? ☒

Partnership? ☐

Exemplary? ☐

OBE-Related? ☐

Project Purpose:

The purpose of the project was to replace the very outdated library automation system that was no longer going to be supported by the current vendor. Both software and hardware needed to be brought up to today's standards. The Braille and Talking Book Library Division (BTBL) provides public library services to all Arizona residents who are not able to read conventional printed materials because of a permanent or temporary visual or physical disability. It is the library's goal to provide recorded and Braille books and magazines to all certified individuals and institutions eligible for service. The library's automated circulation control system was over 20 years old. The current vendor who purchased the software from the original vendor indicated that they would be unable to provide necessary upgrades to the system as talking books moves to a digital medium. Seeing that support would not be provided in the future, the library needed to find replacement software to manage the inventory of 350,000 audio and Braille books, almost 12,000 talking book machines, patron files for about 11,000 individuals and institutions, and the circulation statistics.

Project Activities/Methods:

In FY2004 the library served approximately 11,000 visually or physically disabled readers, and circulated 449,468 items. Most patrons rely on their Reader Advisor (Librarian) to locate materials to fit their reading needs and to have the materials issued or reserved for circulation. The automated system makes it possible for the division's four librarians to handle the large number of daily requests. Circulation averages 2,000 items daily. The automated circulation control system is crucial to maintaining accuracy in the services provided and an acceptable response time to patron requests for service. An RFP was sent out. Demonstrations of talking book library automation systems were provided by vendors and evaluated by library and I.T. staff. Proposals submitted were reviewed by a committee. The new system selected was from Keystone Systems, Inc. It provides improved searching capabilities and allows librarians to provide service that more closely meets the individual needs of each patron. New software, servers and desktop computers were purchased. The new Windows based system replaced a very outdated VMS system that ran on a VAX.

Project Outputs:

The new system allows librarians to specify many more individual preferences in each patron file. This helps them ensure each patron receives the types of books they want. In addition to subjects they can now add preferences for any author, narrator or books in series. Rather than the patron calling each time they want the next book in a series the system will automatically send each book in the series in order. As one is returned the next one goes out. The new

book search function has more advanced Boolean type searching capabilities. The new online catalog provides patrons with better searching capabilities and will even allow them to place books on their own request list to be sent out when available. Patrons who like having the independence to search for books themselves will be able to do that. This will allow librarians more time to help those who are not able to search the automated catalog themselves. The result is improved service for all talking book readers. In the last two years there's been a 40% increase in the number of patrons using the online catalog. The new system allows staff to construct queries and create a variety of statistical reports. The staff can also create lists of patrons based on chosen criteria in order to do targeted mailings.

Project Outcomes:**Other Results:****Anecdotal Info:****Exemplary Reason:**

Project Code:	2003-AZ-10538
Project Title:	Project Number:
Celebrating the Culture of Arizona	231-3-1-(02)
Library Name:	Project Director:
Gila County Library District	Jacque Griffin
Phone Number:	Email:
928-425-3231	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$26,500	\$
In Kind Contributions:	Total Cost:
\$26,620	\$53,120
Number of Persons Served:	
1,112	
LSTA Purpose:	State Goal:
Services to persons having difficulty using libraries	Goal 4. Cultural Diversity
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Sustain our cultural heritage	Provide access to information, resources and ideas
Primary Users:	Secondary Users:
Library staff and volunteers, Non/limited English speaking persons, Rural populations	
Primary Services:	Secondary Services:
Cultural Heritage Programs, Staff Development Education and Training	Local history
Start Date:	End Date:

10/17/2003

9/30/2004

Statewide? ☐**Partnership?** ☒**Exemplary?** ☐**OBE-Related?** ☐**Project Purpose:**

Arizona has a rich and varied cultural history, and libraries are a natural outlet for embracing and learning about cultural diversity. This grant opened up new ideas and areas of interest for both the residents of our communities and the library staff and volunteers. The purpose of this grant was to provide opportunities for patrons and staff to become more acquainted with Arizona's rich cultural history, make more materials available to our patrons that highlights Arizona's many cultures, and provide opportunities for the staff at the eight affiliate libraries to become more aware of and sensitive to the cultural backgrounds of many of our patrons.

Project Activities/Methods:

We sponsored a total of five activities throughout Gila County in connection with this grant. 1. In Payson we assisted the Payson Library with their first Cinco de Mayo Event. The Library Friends of Payson and the library staff held a day long celebration. They had arts and crafts for kids and adults, music, and presentations on the history of Cinco de Mayo, and Mexican folklore and history. The Library Friends of Payson sponsored a food tasting event, as well as a cooking event. This grant assisted the Library with the purchase of arts and craft supplies and materials for the library collection. The library added to their bilingual children's collection as well as added to their Spanish collection. The Payson Library utilized all local talent in their presentations, crafts, music and activities. 2. We have held/scheduled a series of three classes for library staff to learn the basics of conversational Spanish for library use. The first one was held in Payson, the final two in the Globe-Miami area. 3. Our final event was a Story Telling Event at the Beshba-Gowah Museum and Cultural Center in Globe. This was a community wide event for the Globe-Miami area. Because we were unable to schedule events at each library as we had originally planned, we decided that we would supply materials to each library that promoted cultural diversity as well as highlighted the history and cultures of Arizona. Every library received a set of posters on cultural sensitivity issues. Each library also received movies and books that highlight Arizona's many cultures and their history.

Project Outputs:

We had over 200 community participants at the Cinco de Mayo event in Payson. There were 26 staff, Library Friends and other volunteers who worked to make this event a success. We have had a total of 19 library staff participants attend the first two "Bee Bilingual" workshops, and 11 more have signed up to attend the final class. We provided workbooks and materials for all eight libraries for continuing the Spanish Language for Librarians educational opportunity. We had 65-80 community participants at the Story Telling event. All eight libraries have received posters, books and materials promoting Arizona's rich cultural history and diversity. We purchased 192 bilingual books for the libraries as well as 522 books and 62 videos celebrating Arizona's many cultures. We also purchased poster sets for each library that promote Cultural Diversity and sensitivity. We were able to purchase English/Apache Dictionaries for all of the libraries.

Project Outcomes:**Other Results:**

This grant has been very beneficial to all of our libraries. Every library had collection needs that were met with this grant. The San Carlos Library was sorely lacking in materials relating to their own and other Native American cultures. Their patrons have been asking for this kind of material, but they have not had the funds to satisfy those requests. Every library greatly appreciated the opportunity to begin learning Spanish, so that they can better serve their growing populations of Spanish speakers. The patrons and participants were very excited about the Cinco de Mayo event in Payson. The staff expects this to become an annual event. It was an event that they had considered holding in the past and this grant enabled them to actually conduct the event. Their local Friends group has indicated that they will sustain this event. These materials, events and learning opportunities would not have been possible without the considerable help from this LSTA grant.

Anecdotal Info:**Exemplary Reason:**

Project Code:	2003-AZ-10510
Project Title:	Project Number:
Collective Partnerships with Native Americans	
Library Name:	Project Director:
Arizona State Library, Archives and Public Records	Jane Kolbe
Phone Number:	Email:
602-542-4035	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$28,387	\$
In Kind Contributions:	Total Cost:
\$	\$28,387
Number of Persons Served:	
25	
LSTA Purpose:	State Goal:
Library technology, connectivity, and services	Goal 3. Information Technology
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Strengthen communities
Primary Users:	Secondary Users:
Adults, Children, Rural populations	
Primary Services:	Secondary Services:
Information Access and Services, Library Development, Staff Development Education and Training	
Start Date:	End Date:

10/1/2003

9/30/2004

Statewide? ☒**Partnership?** ☒**Exemplary?** ☐**OBE-Related?** ☐**Project Purpose:**

LSTA funding leveraged \$70,800 in Gates funding and another approximately \$38,000 in local library funding to increase the number of public access computers in the State's poorest areas.

Project Activities/Methods:

Grants were made with Gates funds to 16 individual libraries for from one to six new computers, as prescribed by Gates estimation of the poorest libraries. Training sessions, workshops, and mentoring opportunities, some of which was funded through LSTA, augmented the additional computers.

Project Outputs:

Fifty-nine public access computers were added to 16 libraries in Arizona's poorest areas. Tribal librarians received extensive technology training.

Project Outcomes:**Other Results:**

As is often the case, LSTA funding leveraged local and other funding by four times. Libraries can never have too many computers -- there are always more people waiting to use the public access computers to do research and communicate with family and friends.

Anecdotal Info:**Exemplary Reason:****Project Code:**

2003-AZ-10532

Project Title:**Project Number:**

Community Connections

231-2-1-(05)

Library Name:**Project Director:**

Yuma Public Library District

Cecilia Young

Phone Number:**Email:**

928-782-1871

librarian@yumalibrary.org

Library Building:**LSTA Funds Expended:****Cash Match:**

\$28,350

\$

In Kind Contributions:**Total Cost:**

\$27,763

\$56,113

Number of Persons Served:**LSTA Purpose:****State Goal:**

Library technology, connectivity, and services

Goal 5. Community Focal Point

IMLS Primary Performance Category:**IMLS Secondary Performance Category:**

Provide access to information,

Strengthen communities

resources and ideas

Primary Users:

Adults, Library staff and volunteers,
Rural populations

Primary Services:

Information Access and Services,
Outreach Services, Training for the
Public

Start Date:

10/17/2003

Statewide? ☐

Exemplary? ☐

Project Purpose:

The intent of the project was to develop, implement, and publicize a comprehensive print listing and web site that the Yuma community could easily access from the local library, home, business, school, government agency, or social or service organization, to connect those in need of information with the correct services. The intent of the project was to educate the community about local organizations, how to contact them, and the services they provide. The project benefits individual citizens, educators, social service organizations, healthcare providers, and City and County government.

Project Activities/Methods:

There were 15 presentations (Citizens Corp Council, 3 different Rotary Clubs, Yuma County Health Department, United Way of Yuma, Yuma Coordinating Council, Yuma County Library District (5 branches), Yuma Area Non-Profit Institute.) The project was promoted through an extensive marketing campaign utilizing radio, television spots, billboards, newspapers, and public service announcements. Examples of radio and television spots are available upon request. The project received additional marketing funding through the Yuma Community Foundation.

Project Outputs:

The project resulted in the following product: A publicized and comprehensive print listing and website of local organizations, locations, contact information and services. The print listing was made available to a total of 1000 agencies/individuals. There were a total of 5,397 visits to the web site from the launch of the site in May 2004 to August 2004. The 15 presentations reached 242 individuals. The marketing campaign reached approximately 85% of Yuma County adults over the age of 18 based on calculations from recent media audience rating surveys for a total of 96,692 persons. (According to the 2000 U.S.Census, there are 113,755 adults over the age of 18.) in Yuma County. User referrals initiated on your site: 28 agencies have received 104 referrals from 72 volunteers through this website between October 2003 and August 2004. User Demographic Summary Report: Demographic statistics are from 54 users that responded to the online user survey. Note that these statistics are updated at least once a day. Traffic Statistics: 2212 unique visitors, 5397 visits to website (report started on website in May) Popular Opportunities: total hits for this period: 5,126 Popular Programs: total hits for this period: 2,284 Popular Agencies: total hits for this period: 5,312

Project Outcomes:**Secondary Users:****Secondary Services:**

Community information services,
Database training, Information literacy

End Date:

8/2/2004

Partnership? ☒

OBE-Related? ☐

Other Results:

In our community, people in need of information and services now have a central location or point of contact for obtaining assistance. On a daily basis over 800 individuals and families in Yuma County are in need of assistance or information from local organizations. Since the early 1960s, groups such as the Yuma County Coordinating Council, Western Area Council of Governments, and Child and Family Services have attempted to compile a comprehensive document that would serve as a directory of resources. The struggles have been with updating and maintaining the data and providing accurate information to the community. Printed information is quickly outdated due to changes in information for organizations. Additionally, prior documents did not contain all resources: nonprofits, social services, churches, health services, and government resources. Frustration has been felt by those organizations attempting to place individuals in contact with the proper organization. Individuals and families, especially those in crisis or of low income, are referred from location to location without being connected to the proper contact. Community Connections, which has been renamed to Snap211.com, is now a resource of a comprehensive, accurate, and complete web based listing of organizations, their services, location, and contact information. This project truly connects with the Yuma County Library District's mission to serve as a center of information and community enrichment. Libraries are one of the most used public access points for consumer information. "The Library Takes You There" motto is exemplified through this resource in connecting needs and resources. This project uses technology to bring information to people in a new effective way.

Anecdotal Info:

Yuma County Attorney's Office Community Justice Program said of this program: "This is a fabulous website." A local realtor contacted the United Way of Yuma via the Snap211 site for assistance with an elderly, low-income tenant. Excel, a local assistance program for low-income residents, has contacted United Way through the web site repeatedly to better serve clients. The director commented to United Way staff, "This site has enabled us to better connect our clients with the services they need." The site has also been used as a resource for the youth of Yuma County. Youth from local High Schools have been able to access information about volunteer opportunities through Snap211. High School Counselors have utilized the site to assist their students with community service opportunities. The web site has been also advertised by the local immunization clinics. It has been recognized by the Yuma County Board of Supervisors, the Arizona Statewide United Way Conference, and by the Arizona Governor's Office for 2-1-1. The Arizona Governor's Office for 2-1-1 is planning to come to Yuma County in the near future to meet with the Yuma County Board of Supervisors, the United Way of Yuma, and the Yuma County Library District to discuss incorporation of this site into the statewide plans for 2-1-1.

Exemplary Reason:

Project Code:	2003-AZ-10542
Project Title:	Project Number:
Computer Technician	231-1-5-(13)
Library Name:	Project Director:
Nogales City/Santa Cruz County Public Library	Suzanne Haddock

Phone Number:

520-287-3343

Library Building:**LSTA Funds Expended:**

\$17,500

In Kind Contributions:

\$5,400

Number of Persons Served:

476

LSTA Purpose:

Library technology, connectivity, and services

IMLS Primary Performance Category:

Provide access to information, resources and ideas

Primary Users:

Adults, Children, Rural populations

Primary Services:

Continuing Education for the Public, Information Access and Services, Training for the Public

Start Date:

12/8/2003

Statewide? ☐**Exemplary?** ☐**Project Purpose:**

A recent technical college graduate with experience training adults was hired as a Computer Technician/Instructor. As a technician he helped maintain the network so that the computers were in working order for our patrons. As a computer instructor he provided our community with free computer classes. The main purpose was to teach people with little or no computer skills how to use a computer. He taught them how to control a mouse, keyboard and various software programs like Word, Excel, Power Point and courses on how to navigate the Internet and e-mail. His students now have a basic understanding of how computers work using the Microsoft windows environment.

Project Activities/Methods:

- 168 classes were conducted with six classes being offered each week: one for children, one for senior citizens, and four for adults.
- Our service was promoted via newspaper, local TV bulletin, radio announcements, posters placed in public buildings, and word of mouth.
- 476 students attended these classes held in our computer room at the main library.

Project Outputs:

476 students attended these classes held in our computer room at the main

Email:**Cash Match:**

\$12,180

Total Cost:

\$35,080

State Goal:

Goal 3. Information Technology

IMLS Secondary Performance Category:

Provide tools for the future

Secondary Users:**Secondary Services:****End Date:**

7/31/2004

Partnership? ☒**OBE-Related?** ☐

library. They learned first, if necessary, how to type so they could use the computer. They learned how to use the mouse and learned word processing so students could compose letters. Those that progressed, and most did, they learned how to navigate the internet, and use the e-mail. For work, some learned how to do spreadsheets and presentations using the computer.

Project Outcomes:

Other Results:

- LSTA funding was important to our community because many people that had very little or no knowledge of computers got the opportunity to learn how to use them for free. Most residents in our community cannot afford private or school sponsored classes.
- The instructor said he was proud teaching them how to use e-mail. Especially senior citizens were happy because they wanted to use it to keep in touch with their relatives and receive photos.
- As for the adults, knowing how to use computers expands their ability for finding a decent job. He felt that everyone in the community should have the opportunity to take computer classes like the ones provided by LSTA.

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10503
Project Title:	Project Number:
Consultants and Interns	
Library Name:	Project Director:
Arizona State Library, Archives and Public Records	Jane Kolbe
Phone Number:	Email:
602-542-4035	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$9,686	\$
In Kind Contributions:	Total Cost:
\$	\$9,686
Number of Persons Served:	
3	
LSTA Purpose:	State Goal:
Library technology, connectivity, and services	Goal 8. Recruiting and Retaining Qualified Staff
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide tools for the future	Provide access to information, resources and ideas
Primary Users:	Secondary Users:
Library staff and volunteers	
Primary Services:	Secondary Services:
Information Access and Services, Staff	

Development Education and Training

Start Date:

10/1/2003

Statewide? ☒

Exemplary? ☐

End Date:

9/30/2004

Partnership? ☒

OBE-Related? ☐

Project Purpose:

LSTA funded an intern who cataloged state documents, greatly improving access to them for the Legislature and the general public. Two other LSTA-funded interns worked in the Capitol Museum. One worked on creating new museum promotion publications, and the second developed an interactive student guide for fourth-grade visitors to the museum.

Project Activities/Methods:

The cataloging intern worked on historic state documents making them accessible via the Library's online catalog. One museum intern worked with the publications department to create new promotional brochures and a newsletter for the Museum. The second inventoried the museum exhibits for relevance to the fourth grade State Standards and Performance Objectives, and then developed a student interactive guide to be used in the classroom prior to the Museum visit.

Project Outputs:

The new student guide has enhanced the students' experiences at the Museum, and has given the teachers better justification for the field trip.

Project Outcomes:**Other Results:****Anecdotal Info:****Exemplary Reason:****Project Code:**

2003-AZ-10516

Project Title:

Continuing Education/Training and Development

Project Number:**Library Name:**

Arizona State Library, Archives and Public Records

Project Director:

Jane Kolbe

Phone Number:

602-542-4035

Email:**Library Building:****LSTA Funds Expended:**

\$170,342

Cash Match:

\$

In Kind Contributions:

\$

Total Cost:

\$170,342

Number of Persons Served:

2,233

LSTA Purpose:**State Goal:**

Services for lifelong learning

IMLS Primary Performance Category:

Provide access to information, resources and ideas

Primary Users:

Library staff and volunteers

Primary Services:

Library Development, Outreach Services, Staff Development Education and Training

Start Date:

10/1/2003

Statewide? ☒

Exemplary? ☐

Project Purpose:

The Continuing Education workshops organized by the state library provide free training for librarians and library staff members. Then intent of the training events was to increase the skill and knowledge levels of all library personnel, allowing them to better serve their communities. Project Activities/Methods: Describe how the project was carried out. For example: How many workshops were conducted? How was the service promoted? How were digital images from a historical collection captured, cataloged and made accessible? (50-250 words)

Project Activities/Methods:

More than 132 training events were held throughout Arizona during this fiscal year. Workshops on the same topic were offered at multiple sites around the state to reach the rural library communities. Also teleconferences were made accessible to all libraries in the state. The state library also held a week long Library Institute. Scholarships were also awarded to help library personnel and library supporters attend training events and conferences.

Project Outputs:

2,233 people attended training at 132 workshops. Paper based evaluations were compiled for each workshop and reports were written detailing outcomes from each scholarship awarded.

Project Outcomes:

Evaluations have always been conducted at each workshop, but this year we revised the evaluation form to tell us more about outcomes of the training (learning accomplished) rather than effectiveness if the speaker, comfort of the facility, etc. The outcome data is much more difficult to synthesize. And while we do not have a full year's summary of the outcome data, we do have some trends.

Other Results:

LSTA funding was vitally important for library staff throughout the state to have access to training to develop their skills and knowledge on all aspects of their professional development. As many librarians in Arizona live and work in rural areas, they do not have other opportunities for training.

Goal 8. Recruiting and Retaining Qualified Staff

IMLS Secondary Performance Category:

Enhance a lifetime of learning opportunities

Secondary Users:

Secondary Services:

End Date:

9/30/2004

Partnership? ☒

OBE-Related? ☒

Anecdotal Info:**Exemplary Reason:****Project Code:** 2003-AZ-10529**Project Title:** Declaration of Indepence**Library Name:** Arizona State Library, Archives and Public Records**Phone Number:** 602-542-4035**Library Building:****LSTA Funds Expended:** \$22,891**In Kind Contributions:** \$64,144**Number of Persons Served:** 24,703**LSTA Purpose:** Services for lifelong learning**IMLS Primary Performance Category:** Provide access to information, resources and ideas**Primary Users:** Adults, Children, Young adults and teens**Primary Services:** Continuing Education for the Public, Information Access and Services, Staff Development Education and Training**Start Date:** 5/1/2003**Statewide?** ☐**Exemplary?** ☐**Project Purpose:**

The DOI exhibit project brought an original Dunlap Broadside copy of the Declaration of Independence, printed on July 4th 1776, to the State of Arizona for public display at the Arizona Capitol Museum, a Division of the Arizona State Library, Archives and Public Records (ASLAPR). The exhibit also included an introductory video, focused on democracy and civic engagement, a take home copy of the Declaration and an interactive room with voting booths, voter's registration stand, a liberty pole and a video recitation of the Declaration by famous actors. ASLAPR added adult and children's bookmarks

Project Number:**Project Director:** Lisa Beyer**Email:****Cash Match:** \$10,433**Total Cost:** \$97,468**State Goal:** Goal 5. Community Focal Point**IMLS Secondary Performance Category:** Enhance a lifetime of learning opportunities**Secondary Users:****Secondary Services:****End Date:** 10/12/2003**Partnership?** ☒**OBE-Related?** ☐

featuring the State's Federal Document Collection and a small display in the Museum rotunda to help inform visitors of local resources. The audience for the project was twofold: 1) a cadre of volunteers trained to help facilitate the visitor's experience and recruited through a Next Chapter (Life Options) pilot study; and 2) the general public including individuals, family groups, and school tours. Expected outcomes for the project included: providing a wonderful exhibit experience and access to a unique document; promoting civic activism and voting to the Phoenix community; raising awareness of the Arizona Capitol Museum to new constituents; piloting the Next Chapter (Life Options) ideas by recruiting new Museum volunteers; and highlighting the ASLAPR Federal Documents Collection. An unexpected outcome was how well the DOI helped the Museum staff to develop professionally and provided information on how to handle future large exhibits or programs, as well as, improve some standard ongoing activities.

Project Activities/Methods:

In May of 2003 the project began in earnest, with planning, pursuit of funding and volunteer recruitment. Planning occurred on a daily basis in the Museum and additional meetings with collaborative partners and the National DOI organization were held occasionally. Volunteers were recruited using a local volunteer center, the state employee retiree system, veterans groups, collaborative partners and the local newspaper. In September 2003, three training sessions were held for all 169 volunteers. The volunteers were trained on the history of the Declaration, the interpretation of the exhibit and on the tasks they would perform during the exhibit. Potential school tour groups were notified through our school group mailing list and via the State's Department of Education. The exhibit was promoted to the general public via a sizeable media presence including: 38 print media events; 36 television media events; nine radio media events; and six electronic media events. The exhibit opened with a ceremony on the evening of October 3rd 2003 and was on display through October 11th. The exhibit was open to the general public during the daytime hours and to selected groups on some evenings. 24,703 people were directly served by the exhibit project and 39, 075 pieces of print material were disseminated to them. The visitor's experienced the Declaration itself along with interpretive videos encouraging an understanding of the document and the importance of civic engagement and voting. The visitor's were able to play with electronic voting machines, register to vote and write their reflections on postcards that were sent back to them one year later.

Project Outputs:

The most basic outcome we measured was a tracking of the number of visitor's to the exhibit and the amount of material that was disseminated to them. We also engaged in formal surveys (of volunteers, visitor's and the teachers who brought classes), had staff write reports and had a comment book available to the visitor's. The volunteers completed surveys before training and after they worked on the project. The surveys showed that the experience improved their knowledge of the Declaration, increased their interest in voting and encouraged many of them to sustain a continued interest in the Capitol Museum, even though 44% had never been here before the DOI Project. For the visitor's, 71% of respondents felt the exhibit increased their feelings on the importance of voting. 29% percent of them had never before read the Declaration until they came to the exhibit and 57% were inspired to come to the Capitol for the first time because of the exhibit. A large segment of the school teachers reported being inspired to teach their classes for the first time about voting and the Declaration prior to their visit. There was an increase of 41% in their knowledge of the ASLAPR Federal

Documents Collection and an overwhelming 97% plan to continue bringing their classes to visit the Capitol (previously only 44% ever had visited). Staff reports mentioned great enthusiasm for the project experience, an interest in future large scale programs at the Museum, and many ideas for positive changes in our current activities based on DOI experiences (some inspired by the comments in the visitor's book).

Project Outcomes:

Other Results:

LSTA funding was critical to the success of the DOI project. LSTA money provided: staffing to recruit volunteers; training materials; print materials for the public; publicity materials; evaluation materials; location identifying banners; and shirts (so the visitors could identify the volunteers and staff). Perhaps just as importantly, the LSTA funding provided leverage that the entire project, including other funders and collaborators, built off of to make a highly successful program. Without the funding, many fewer visitors would have had access to the Declaration and interpretive materials, many fewer and less well trained volunteers would have been involved, and we would have been unable to highlight the Federal Document collection.

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10530
Project Title:	Project Number:
Directions and Connections	231-2-1-(01)
Library Name:	Project Director:
Glendale Public Library	Diane Neville
Phone Number:	Email:
623-930-3530	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$79,635	\$
In Kind Contributions:	Total Cost:
\$72,223	\$151,858
Number of Persons Served:	
29,904	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 5. Community Focal Point
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Strengthen communities
Primary Users:	Secondary Users:
Adults, Non/limited English speaking persons, Seniors	
Primary Services:	Secondary Services:

Continuing Education for the Public,
Information Access and Services,
Outreach Services

Start Date:

10/17/2003

End Date:

7/31/2004

Statewide? ☐**Partnership?** ☒**Exemplary?** ☒**OBE-Related?** ☒**Project Purpose:**

Directions and Connections was a comprehensive project that formed a collaborative community network linking residents with organizations and agencies that provided information for adults, ages 50 and over. Through a series of programs and services, the library addressed five main issues of Baby Boomers, seniors, and Hispanics: retirement planning, health and wellness, financial resources, computer classes and Spanish-language materials. The grant also provided for a Senior Advocate to connect seniors and their families or caregivers with community agencies that could help them. Numerous Spanish-language materials were purchased, an ESL Learning Lab was created, and English conversation classes were held in two facilities. For less mobile residents, book packets were sent to clients of the West Valley YWCA'S Meals on Wheels program, with satellite book collections deposited in several locations around town. Literature display racks were set up to hold information for seniors from non-profits and governmental agencies. Library materials concerning senior issues and retirement planning were purchased for all city libraries.

Project Activities/Methods:

Directions and Connections was an extremely comprehensive project, with many programs directed just at seniors, some just for Boomers and some with crossover appeal for all adults. In Spring 2003, the library carried out a planning grant to find out what services the community wanted for Boomers, seniors and Hispanics. Almost one-quarter of Glendale is Hispanic. The main library and the Velma Teague Branch, especially, have noted a growing demand for Spanish-language materials by the public. It was during the planning grant that the library approached almost twenty local agencies and non-profits to be partners in the effort to become an information clearinghouse for the community. Programs started in January 2004 and were completed in July. A total of 242 seminars and programs were held: 28 devoted to retirement topics for Boomers, 35 specifically for seniors, and 179 considered crossover! A Baby Boomer Fair was held in January; it combined a nostalgia look back at the '50s and '60s, with retirement planning seminars and 80 information tables. About 1,000 Boomers and wannabe Boomers had a great time at the five-hour event. Monthly retirement planning seminars on a variety of topics continued throughout the grant period at the main library and at the Foothills Branch. Small business seminars have been a part of the library's offerings for a decade, hosting 7-10 each month. The Senior Advocate was on duty in the main library each Thursday morning. Toward the end of the grant period, she took her "At Your Service" across the street to the Glendale Adult Center, where scores of seniors congregate every day. During her 27 mornings, the Advocate talked with around 100 people—about 30 of which had serious issues to discuss. The Hispanic population had varied needs. It was critical to increase the Spanish-language materials in all formats at the main library and at the Teague Branch.

Project Outputs:

Baby Boomer Fair, 5 hr. event 1,000 attendance Retirement planning, 28 seminars 555 attendance Small Business seminars, 70 seminars 1,400 attendance Senior Advocate, 25 sessions 81 participants Community Resource Day, 7 resource days 140 attendance VIP Nights, 7 sessions 95 attendance Mental Health programs, 9 seminars 160 attendance Health/Wellness programs, 6 seminars 150 attendance Home/Hobby, 10 seminars 250 attendance Computer classes, 138 classes 966 attendance English classes, 52 classes 612 attendance Senior morning programs, 10 programs 188 attendance Senior afternoon programs, 7 programs 244 attendance AARP Tax Help, 10 sessions 150 participants Senior Velma Teague programs, 17 programs 105 attendance ESL Learning Lab, 18 sessions 126 attendance Committee on Aging, 6 meetings 200 attendance TOTAL ATTENDANCE events, classes/seminars 6,422 Mobile books 8 participants Satellite book collections 3 facilities Senior literature display racks at 3 facilities, 2,000 visits Library items purchased -- 2,158 items—67% print, 33% non-print

Project Outcomes:

At the Baby Boomer Fair, approximately 75 percent of those surveyed said that they learned about new resources. However, 95 percent indicated a satisfactory or extremely satisfactory response to the information they received in the seminars and at the information tables. The surprise came when 25 percent of the respondents indicated that they did not learn about new resources at the fair. The other programs offered over the course of seven months were divided into "heavy" topics and lighter fare. Everyone did not turn in evaluations after the programs, but the average of fifty-five percent who did indicated an overwhelming satisfaction or extreme satisfaction to the information given and considered the information useful. When appropriate, they all noted an increased awareness of resources of local agencies and organizations that can help with retirement planning and senior issues. Currently there are eight participants signed up for the Mobile Book program, four at the YWCA and four ready to start at the Glendale Day Health Care Center. A greater number of people were expected to join the program, and we will continue to send out information offering this service every quarter. For most of the seniors, the only opportunity to use a computer, to set up an e-mail account or to learn to search the Internet was in the library's computer classes. An astounding 95 percent of the public expressed a "satisfaction" or "extreme satisfaction" in what they learned in their computer instruction.

Other Results:

This project would not have been possible without the LSTA funding. Money for books and media is stretched thin with cuts made to city budgets. Glendale Public Library was able to significantly increase the large type collections for seniors, add recent titles dealing with retirement planning and senior issues, plus make a noticeable impact on the size of the Spanish-language collections. Additional staff is always an issue. The grant paid the salary for the 15-hour-a-week Senior Advocate, plus the cost of a cadre of part-time computer teachers. Even though many parts of the grant will continue, the staff provided in the grant will not. Programming, too, is a cost issue. With the grant monies, we could pay speakers to offer topics that the focus groups mentioned. An example is a program on container gardening that a Master Gardener presented in July. She not only brought examples of container gardens, but she brought supplies for class members to pot plants and take them home. They loved it!

Anecdotal Info:

The Senior Advocate was in charge of the Community Resource Days, the VIP

Nights for Caregivers and Grandparents Raising Grandchildren, the senior morning and afternoon programs at the main library in addition to her advocacy role. She kept detailed notes and I want to share her observations: Fewer than expected persons sought her for personal counseling on the Thursday morning sessions, though demand was rising at the end of her time at the library. The topics of the requests varied – caregiving resources and information, housing and transportation needs, medicines, employment needs, Medicare questions, vision needs, legal services, social activities, and occasionally, out-of-state adult children of local elders who require assistance. Karen's interaction with her "clients" was not the equivalent of a 10-minute doctor appointment. She would sometimes spend an hour or more in an initial visit. (Sometimes the first contact was a phone call.) Then she would follow up, even making a trip to one person's home. She would contact numerous agencies on a person's behalf; other times giving individuals contact names and phone numbers of appropriate agencies that could assist with their problems. One older gentleman stated that he and his wife were living with their son, and he was anxious to be on his own. They were without a vehicle, and he did most of his traveling by bus. Their monthly income was in the range of \$700 a month. Karen was able to suggest some resources—HUD housing, inexpensive bus transportation via the "Gus 3" bus, food assistance programs and Adult Center socialization.

Exemplary Reason:

The United States is graying; the elderly are the fastest growing population group. The Directions and Connections grant was an innovative way to address the needs of the over 50 population and form a collaborative network with agencies that serve them. A prior grant enabled the library to pull together focus groups of local agencies and citizens to determine to whom and what type of information the library should be providing. Glendale Public Library was probably the first library to offer the services of a Senior Advocate. A registered nurse who had specialized in gerontology, our Senior Advocate, Karen Anderson, was able to give special attention to health concerns—a major problem for the elderly. A former faculty member of a community-based nursing program at a local university, she was well connected with resource agencies and was able to use those connections on a regular basis. With her background in the health sciences, she was able to talk with patrons on a different level from librarians. The Directions and Connections grant served a wide variety of people. There were Boomers approaching retirement age, needing to make decisions that would affect the quality of their lives after retirement; seniors who had already retired—some of whom had health, financial, or housing concerns; older adults who were computer challenged, spoke or read only Spanish; adult children who were looking for help for their older parents. The official time of the grant has ended, but the connection with local agencies that assist boomers and seniors is ongoing. The library's commitment to being an information clearinghouse—to direct and connect its library patrons with needed services and resources—will remain an important priority. You know you had a successful program when the public repeatedly asks, "When are you having another Baby Boomer Fair?"

Project Code:	2003-AZ-10567
Project Title:	Project Number:
Discover the Sonoran Desert	231-3-2-(18)
Library Name:	Project Director:

Pima County Public Library

Donie Gignac

Phone Number:**Email:**

520-791-4391

Library Building:**LSTA Funds Expended:****Cash Match:**

\$14,785

\$

In Kind Contributions:**Total Cost:**

\$14,785

\$29,570

Number of Persons Served:

365

LSTA Purpose:**State Goal:**

Services for lifelong learning

Goal 6. Families and Children

IMLS Primary Performance Category:**IMLS Secondary Performance Category:**

Strengthen families and children

Provide access to information, resources and ideas

Primary Users:**Secondary Users:**

Adults, Children

Primary Services:**Secondary Services:**

Education-Related Services for Children and Teens, Intergenerational Programs, Outreach Services

Start Date:**End Date:**

10/28/2003

6/30/2004

Statewide? ☐**Partnership?** ☒**Exemplary?** ☐**OBE-Related?** ☒**Project Purpose:**

The purpose of the project was to introduce third grade students at Craycroft Elementary School to public library materials about the desert and to the resources available at the Arizona Sonora Desert Museum (ASDM). ASDM staff conducted curriculum based workshops that included interactive educational activities and live desert animals. They also presented two programs about the Sonoran Desert, at the Valencia Library, for neighborhood families. Craycroft third graders and teachers, the school librarian and the Valencia children's librarian were also treated to a free day at the ASDM. Students, teachers and families in the Valencia Branch Library's neighborhood gained a greater knowledge of their desert home from experts who work with the flora and fauna of the Sonoran Desert.

Project Activities/Methods:

ASDM staff presented the Desert Ark program, "Desert Mysteries", twice at the school, once for all second graders and once for the third graders. They also taught four other classes to the third grade students, on various desert topics. They conducted a two-hour teacher workshop in mid-April, complete with teacher information packets. All four third grade classes, the Craycroft librarian and Valencia's children's librarian made a field trip to the ASDM on April 6th. The students produced several types of desert artwork, which were

on public display at the Museum during April. Valencia's library school intern produced four desert themed bibliographic bookmarks that were distributed to all the third grade classes. Flyers for Valencia's programs were also distributed at the school. A few of Craycroft's students attended the programs, but transportation to the library is a barrier for the school's low-income families. ASDM staff presented the "Desert Ark" and "Sense of Place" programs to multi-generational audiences at the library. The programs included live animals and the creation of pictorial alphabet cards depicting aspects of the desert using the letters in desert as their guide. These cards were displayed in the children's room, for all library visitors to enjoy. The State Library added \$5000 to the grant, for the purchase of materials. Multiple copies of 164 desert themed titles were purchased and the items placed in five branches of the Tucson-Pima Public Library system, which serve the south side of Tucson.

Project Outputs:

Approximately 200 children (2nd and 3rd graders) attended the "Desert Mysteries" program presented at Craycroft. 75-100 3rd graders participated in the other classes taught by ASDM staff. Verbal surveys were done at the Valencia programs to measure knowledge of the Sonoran Desert. Audience participants ranged in age from toddlers to grandparents, making written surveys difficult to do. Attendance at the "Desert Ark" program was 84 and "Sense of Place" was 67.

Project Outcomes:

74 of the 3rd grade students completed the pre and post tests, assessing their knowledge of desert topics. On the pre-test, 25% of the answers to the 10 questions were correct. On the post-test, 83% of the answers to the 10 questions were correct.

Other Results:

The Littletown neighborhood where Craycroft School is located is in a low socio-economic area of Tucson. Transportation to places outside of the neighborhood poses a hardship to the families. With the LSTA funds, students, and through them, their families, were able to explore the desert they live in and were provided a visit to the Arizona Sonora Desert Museum to see many of the things they had studied with ASDM staff. They were also introduced to the staff, services and materials provided by the nearest public library.

Anecdotal Info:

The Craycroft librarian received many comments from parents about how excited their children were to be studying the desert and how much they learned from the ASDM staff and the animals and materials they used in teaching the classes. The students loved the visit to the ASDM and were excited to see their artwork displayed for all visitors to see. The grant provided the funds for the transportation for the trip, which would not have been possible in this time of decreased school funds for field trips. The children were very enthusiastic and got to see so many of the animals they had been learning about.

Exemplary Reason:

Project Code:	2003-AZ-10517
Project Title:	Project Number:
Dissemination of Information	
Library Name:	Project Director:

Arizona State Library, Archives and
Public Records

Jane Kolbe

Phone Number:

602-542-4035

Email:

Library Building:

LSTA Funds Expended:

\$30,712

Cash Match:

\$

In Kind Contributions:

\$

Total Cost:

\$30,712

Number of Persons Served:

10,064

LSTA Purpose:

Library technology, connectivity, and
services

State Goal:

Goal 2. Access to Information

**IMLS Primary Performance
Category:**

Provide access to information,
resources and ideas

**IMLS Secondary Performance
Category:**

Provide tools for the future

Primary Users:

Library staff and volunteers

Secondary Users:

Primary Services:

Information Access and Services,
Library Development

Secondary Services:

Start Date:

10/1/2003

End Date:

9/30/2004

Statewide? ☒

Partnership? ☐

Exemplary? ☐

OBE-Related? ☐

Project Purpose:

The Arizona State Library and Archives produces a number of annual publications that are distributed statewide and sometimes nationally, such as the annual Arizona Public Library Statistics, the Library Directory, and the monthly Continuing Education newsletter. The purpose of these publications is to provide information for communication, for budgeting and planning, for scheduling of training.

Project Activities/Methods:

The publications have traditionally been provided in print. This year, staff worked to develop online versions of most of the items listed above.

Project Outputs:

Outputs included 350 copies of the library directory, 75 copies of the statistics, 650 copies each month of the CE mailing, as well as web versions of the statistics and library directory.

Project Outcomes:

Other Results:

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10502
Project Title:	Project Number:
E-Government	
Library Name:	Project Director:
Arizona State Library, Archives and Public Records	Richard Pearce-Moses
Phone Number:	Email:
602-542-4035	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$42,492	\$
In Kind Contributions:	Total Cost:
\$	\$42,492
Number of Persons Served:	
175	
LSTA Purpose:	State Goal:
Library technology, connectivity, and services	Goal 7. Strategic Partnerships
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Provide tools for the future
Primary Users:	Secondary Users:
Library staff and volunteers, Statewide public	
Primary Services:	Secondary Services:
Digitization and Digital Library Projects, Information Access and Services, Staff Development Education and Training	
Start Date:	End Date:
9/1/2003	8/31/2004
Statewide? <input checked="" type="checkbox"/>	Partnership? <input checked="" type="checkbox"/>
Exemplary? <input type="checkbox"/>	OBE-Related? <input type="checkbox"/>
Project Purpose:	
E-Government projects seek to ensure that digital government information (e-records) are properly managed so that records of archival value are preserved for future generations and that other records are properly managed. The projects supported staff development in this new and rapidly evolving field and programs for individuals working in state and local governments with responsibility for records programs. The funds also allowed the implementation of the Arizona Web Documents Safety Net Archives, a local	

implementation of software and hardware to capture copies of state agency websites; the software was developed under an IMLS leadership grant to the Illinois State Library.

Project Activities/Methods:

E-Government funds enabled six members of staff to participate in more than a dozen meetings around the country, including Cohasset Associate's Managing Electronic Records Conference, the Society of American Archivists' annual meeting, InterPARES, the NAGARA annual meeting, and the Sedona Conference. Arizona's work developing a practical model for transforming traditional libraries activities into a methodology for the Web, which has been a key product of the agency's e-government work, was presented at NAGARA and is serving as the basis for research being done by OCLC and University of Illinois at Urbana-Champaign under a grant from the National Digital Information Infrastructure and Preservation Program. E-Government activities includes three programs of the Arizona 'LElectronic Records Taskforce (ALERT). Two were outreach/continuing education programs, with presentations by Jason Baron of the National Archives and Records Administration and by Ken Withers of the Federal Judiciary Center. The third meeting fostered collaboration between state agencies with overlapping authority for e-records.

Project Outputs:

Particular outputs include: 1. A draft white paper describing the 'Arizona Model,' a methodology for applying archival principles to the identification, selection, acquisition, and description of state agency publications on the web. This white paper has been used as the basis for a major research project (described above). 2. Contributions to a white paper published by the Electronic Commerce Coordinating Committee (EC3), Challenges in Managing Records in the 21st Century. 3. Two education/outreach meetings of ALERT with 50 attendees each. 4. A coordination meeting of ALERT with 25 attendees. 5. Attendance by six staff members at twelve conferences.

Project Outcomes:**Other Results:**

State and local government records and publications are critical part of Arizona's cultural heritage. More and more of those records are created in electronic format, which are particularly "fragile" when compared to paper or film. Because electronic records offer significant improvements in efficiency and communication, businesses and government agencies have quickly adopted that technology. However, techniques to preserve information in those formats is still poorly understood, and technological advances continue to outpace that understanding. The State Library and Archives uses these funds to help find ways to protect these materials.

Anecdotal Info:**Exemplary Reason:**

Project Code:	2003-AZ-10547
Project Title:	Project Number:
EMPOWER	231-1-5-(01)
Library Name:	Project Director:
Apache Junction Public Library	Pamela Loui
Phone Number:	Email:

480-474-8555

Library Building:**LSTA Funds Expended:**

\$38,900

In Kind Contributions:

\$11,798

Number of Persons Served:

1,678

LSTA Purpose:

Library technology, connectivity, and services

IMLS Primary Performance Category:

Enhance a lifetime of learning opportunities

Primary Users:

Adults, Seniors

Primary Services:

Technology Infrastructure, Training for the Public, Virtual Library Services

Start Date:

10/17/2003

Statewide? ☐Exemplary? ☒**Project Purpose:**

The goal of EMPOWER is to increase the computer literacy skills of adults, especially senior adults, so they can effectively use the Apache Junction Public Library's electronic resources. Senior adults may study any or all of three topics from a live instructor in a computer classroom, set up when needed in the Library's program room, that uses laptops over a wireless network. They may also learn from the three tutorials on the Library's website. The topics are: "Find-it-Fast: Library Website, Books, Videos and DVDs", "Find-it-Fast: Magazines, Newspapers and More on the Internet," and "Basic Internet II".

Project Activities/Methods:

Early in the grant cycle, the Library decided to approach the Mesa Community College library instruction staff about a partnership to develop and teach the three grant funded classes. After the classes were developed, the MCC staff started training the Apache Junction Public Library staff in how to teach the classes to the public. During the grant period the library had 73 classes, 40 of which were funded through LSTA. The lesson plans were then used by library staff to create online versions of each of the classes. Both the live and online classes were promoted by the library's website and flyers. News releases were issued monthly for the live classes. Through EMPOWER, we were able to expose our public and our in-house staff to two new classes that we had not expected to be able to provide, "Genealogy" and "Online Auctions". This was

Cash Match:

\$11,417

Total Cost:

\$62,115

State Goal:

Goal 2. Access to Information

IMLS Secondary Performance Category:

Provide tools for the future

Secondary Users:**Secondary Services:**

Computer hardware and software, Intranets and extranets, Computer training

End Date:

8/2/2004

Partnership? ☐OBE-Related? ☒

primarily due to the breadth and depth of knowledge and experience that our instructors had in teaching Internet classes. We were delighted to be able to offer this variety to our public.

Project Outputs:

There were eight products that were developed by the EMPOWER grant. The first three products are the three training classes. The next three products are the online tutorials developed for the classes. The seventh product is the moveable computer instruction lab. The eighth product is the publicity handout that promotes both the in-library and on-the-website instruction. All eight products were developed successfully. The library indicated that a total of six hundred people would be taught during the grant period. The number of grant sponsored computer class participants was 371. The total number of participants for all computer classes during the grant period was 729.

Project Outcomes:

A pre and post test was developed for each class by our Mesa Community College instructors. The tests were administered to all class participants at the beginning and end of each training session. Our target was that adults falling below 65% on the pretest will have improved their scores on the post-test by an average of 20% or more. The website/catalog class improved an average of 21.4%. The databases class improved an average of 45.94% and the Internet II class improved an average of 29.71%. The average increase for the three classes is 32.35%. We were very pleased with the improvements the attendees were able to make in their skill levels and abilities. The grant stated that immediately following the class, attendees would be asked to rate the applicability of course material to their needs on a short evaluation form. A meets or exceeds expectations on 85% of the forms would be considered successful. For the website/catalog class we reached 92.5%. For the databases class we reached 100%. For the Internet II class we were able to achieve 98.7%, an overwhelming success for all three classes. The average for the three classes is 97.07%.

Other Results:

LSTA funding was critical to this project because funding was tight in our regular budget. The experimental nature of the project and the capital outlay required to accomplish it went far beyond what would have been possible locally. Thanks to the leverage LSTA funds gave us, we now have one of the few library "hot spots" in Arizona where people can come and enjoy wireless access to the Internet. In addition, our library has one of the few fully portable computer labs in Arizona that also has access to the Internet.

Anecdotal Info:

Some of the more interesting comments we received back from our surveys include: "Regardless of the class size or individual people's knowledge, the instructor made it a priority to keep a slow steady pace for us slower folk." "I took a computer class at a college and they automatically assumed we had a certain level of knowledge, just throwing us into the lessons without reviewing the basics." "I was able to locate an American to Canadian cholesterol conversion table which I've spent days searching for unsuccessfully." "I learned more methods to increase better search results when looking for my family members in the Genealogy class."

Exemplary Reason:

Where space is at a premium and there is little or no money for expansion of the facilities, there is a need for "portable classrooms". Computer training centers are rarely able to be used for anything except computer training

because the equipment and setup are too cumbersome to work around. Wireless and "library hotspots" are the wave of the future. It will become commonplace for individuals with a laptop, handheld, or other WiFi apparatus to expect wireless connectivity for Internet services from their public library. Apache Junction Public Library has a core value of customer service. Our staff looks for innovative ways to meet observed needs in our clientele. With a large senior adult population and with the success of previous basic computer classes, we believed the need existed to give more in-depth research skills to our public. The comments received on evaluations have confirmed our beliefs. We have a more self-assured group of library computer users, and a new core group of remote access users because of classes LSTA provided. We also have trained staff members that have expanded their teaching abilities through their contact with professional educators who taught them the needed skills to carry these classes far beyond the grant period.

Project Code:	2003-AZ-10564
Project Title:	Project Number:
Family Literacy	231-3-2-(02)
Library Name:	Project Director:
Cochise County Library District	Donna Gaab
Phone Number:	Email:
520-432-8930	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$14,368	\$
In Kind Contributions:	Total Cost:
\$2,735	\$17,103
Number of Persons Served:	
47	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 6. Families and Children
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Strengthen families and children	Enhance a lifetime of learning opportunities
Primary Users:	Secondary Users:
Adults, Non/limited English speaking persons, Rural populations	
Primary Services:	Secondary Services:
Education-Related Services for Children and Teens, Intergenerational Programs, Literacy Programs	ESL programs
Start Date:	End Date:
10/17/2003	4/30/2004
Statewide? <input type="checkbox"/>	Partnership? <input checked="" type="checkbox"/>

Exemplary? ☐**OBE-Related?** ☐**Project Purpose:**

The Cochise County Library District partnered with Cochise College Adult Education to offer this family literacy program. We opened the doors to families at two libraries in rural areas of Cochise County for two evenings a week for 10 weeks. Seventeen parents and 30 children from the Elfrida and the Bowie communities participated in the intergenerational literacy program. Goals of the program included helping parents gain confidence as their children's first, most important, and lifelong teachers, helping families feel more comfortable using the library as a resource, and helping children enjoy learning, gain high expectations for themselves as learners, and see their parents as educational role models.

Project Activities/Methods:

The family literacy classes were advertised throughout the whole community. Branch Coordinators Corie Nunez (Bowie) and Charlene Kennedy (Elfrida) assisted by distributing brochures, posting flyers, and talking to residents, as did Adult Ed teachers Joaquin Ochoa, Judy Beckwith, Kimberly Anderson-Veenhof, and Peter Grill. Families started signing up months before the classes started. Two teachers at each site were hired and trained in adult education, children's education, family literacy, storytelling, bookmaking, and goals of the LSTA program. All the parents were Spanish speakers; they studied English two hours a week, improving their reading, writing, listening, and speaking abilities in their second language. They also learned how to use computers by writing stories and accessing English language, parenting, and educational websites on the Internet. The adults discussed parenting topics such as dealing with anger, communicating with the public schools, how often they say 'no', setting goals, and how to provide positive feedback to their children. The children were involved in educational activities as a group for two hours a week; they read, wrote and illustrated stories, kept Reading Record books, and competed in spelling bees. For two hours each week, parents and children spent time together in educational activities. They read books to one other as a family, taught one another on the computers, and created books with photos and family stories.

Project Outputs:

Parents were excited to learn English and consider themselves teachers for their children. Both groups of parents requested that classes continue the following year and that Cochise College additionally offer citizenship and GED classes so they could continue their education after learning more English. At the Elfrida site, parents accessed the website Powerschool in which the public school teachers post attendance, assignments, and grades for all the children. Parents gained confidence in understanding their role in encouraging their children's educational success. Children learned that learning can be fun by engaging in educational activities including puzzles, spelling contests, games, reading and writing, and art projects. They were proud of their accomplishments and were eager to show their parents their work. All the families got a tour of the library, learned how to find books, and received library cards. Parents said they never realized all the library offered and family use of the libraries increased outside class time. Children were impressed by their parents' abilities to learn English and write family stories on the computer. At first, many of the children were not excited about spending time with their parents for one hour a night, but by the end of the 10-week session, after the teachers talked about how special it was to learn together as a family, the parents and children all looked forward to these family activities for

one hour each class. Every family received six books to take home for their family library. The parents studied the books and talked about their messages. Then the families read the books together with the parents encouraging their children to think about what the books were saying.

Project Outcomes:**Other Results:**

These family literacy classes would not have taken place without LSTA funding. The families learned that libraries are free, community resources established for their enjoyment and learning, and that libraries can help all the members of their families reach their goals. The skills that parents learned in the classes empowered them to feel they can learn English, interact with their children's schools, and set high goals for themselves and their children. Both parents and children were surprised when they saw one another using computers, speaking English, reading, and learning. Bowie is a very economically depressed area of Cochise County. Throughout the sessions at this site, the teachers developed the theme of 'Creating a Vision for your Future'. This was a very powerful service to the families as they set goals, made plans, and gained skills they knew would help them reach their potentials. The families worked very hard to make their photo and story books together. This activity integrated their developing language and technology skills with the pride they feel as a family into something tangible they could read and show off. These books became treasures by the end of the class sessions. Parents and children received certificates for their participation in the program and many said they already knew where they would hang the certificates in their homes.

Anecdotal Info:

The importance of this program was evidenced by the family participation. Many families did not miss a single class. Several of the moms enrolled in the class brought their husbands to class several times so they could be involved also. In Bowie, teachers tracked an increase in pride and self-worth in the families and noted that after the third class, the parents and children started dressing up for class, "as if they were going to church". This seems an indication of the perceived value of the class to the families and the communities. One parent was so inspired to see her son using a computer, which she had never witnessed before, that she applied for and received a free computer to use at home. Parents who entered the class only being able to say "hello", were communicating about their families, their home lives, and wishes for themselves in English by the end of the ten weeks. Two children at the Elfrida site, a first and a third grader, took their Reading Records very seriously and had to add more pages to keep track of the books they read. Each read more than 20 books outside of the class. A kindergartener wanted to write his own book, so he dictated his story to one of the teachers, lavishly illustrated it, bound it, and then took it to school to show his daytime teacher. Director Jessica Dillworth says that the Cochise College Adult Education program is very grateful for the partnership established through this LSTA grant and looks forward to being able to offer this program again in collaboration with Cochise County Library District.

Exemplary Reason:

Project Code:	2003-AZ-10511
Project Title:	Project Number:
Family Place	231-3-2-(22)

Library Name:

Libraries for the Future

Phone Number:

602-371-1366

Library Building:**LSTA Funds Expended:**

\$128,500

In Kind Contributions:

\$5,000

Number of Persons Served:

3

LSTA Purpose:

Services to persons having difficulty using libraries

IMLS Primary Performance Category:

Strengthen families and children

Primary Users:

Adults, Pre-school children

Primary Services:

Literacy Programs, Outreach Services, Staff Development Education and Training

Start Date:

1/1/2004

Statewide? ☒Exemplary? ☒**Project Purpose:**

Co-sponsored by Libraries for the Future (LFF) and Middle Country Public Library (MCPL), Family Place transforms libraries into centers for early childhood information, parent education, emergent literacy, socialization and family support. Family Place builds on the knowledge that good health, early learning, parent involvement and supportive communities play a critical role in young children's growth and development. A total of sixteen library staff from 14 libraries across the state of Arizona attended a three-day Family Place Training Institute held at Tempe Public Library from January 28-30, 2004. Of the fourteen libraries participating in the training, 8 libraries were new to Family Place and 6 libraries were current Family Place Libraries wanting to train additional library staff. Patricia Montiel Overall, University of Arizona, School of Information Resources and Library Science, also attend the training. These 14 libraries are now part of the extensive Family Place National Network, numbering over 185 sites in 22 states across the country. The three-day Family Place Training Institute provided theoretical grounding in family-centered library services and practical training in the core components of Family Place. Topics included early infant brain development, childhood development, emergent literacy, parent education, space and collection

Project Director:

Elissa Young

Email:**Cash Match:**

\$

Total Cost:

\$133,500

State Goal:

Goal 6. Families and Children

IMLS Secondary Performance Category:

Strengthen communities

Secondary Users:**Secondary Services:**

Family literacy

End Date:

9/30/2004

Partnership? ☒OBE-Related? ☒

development, and implementation of the Parent-Child Workshop. Topics such as assets and needs assessment, community outreach, coalition building, and evaluation were also critical components of the training.

Project Activities/Methods:

In addition to presentations by Family Place Libraries National Staff, three additional speakers participated in the Family Place Training Institute. Dr. Jill Stamm, New Directions, Inc. presented on Early Infant Brain Development, Dr. Billie Enz, Arizona State University, presented on Early Childhood Development and Ami Nagle, Nagle and Associates, presented on Evaluation. Sessions included: • History of Family Place Libraries • Family Centered Services • Early Childhood Development • Infant Brain Development • Parent-Child Workshop/Space Development • Collection Development • Outreach and Coalition Building • Evaluation • Family Place Libraries National Network • Developing the Family Place Plan A major component of the Family Place model is the five-session Parent-Child Workshop. Between the Family Place training and July 2004, eight sites held Parent-Child Workshops. Three of these sites had previously offered Parent-Child Workshops, whereas the remaining five sites were offering the Parent-Child Workshop for the first time. Seven sites implemented the pre- and post-Workshop survey. One site canceled the Workshop due to a lack of participants, and thus did not implement the evaluation tools. Across these sites, 111 families enrolled in the program, for an average of 16 families per site. Approximately 67 families participated in the program, for an average of 10 families per site. The Family Place model suggests that sites consider using Family Place programming as a way to reach out to and serve a target audience. Ami Nagle and Associates were hired to conduct a three-year evaluation of this project. As part of the baseline interview conducted by Ami Nagle, sites were asked to identify current or potential target audiences for their Parent-Child Workshop. Sites were asked to identify community partners and the nature of these relationships.

Project Outputs:

Upon completion of the three-day Family Place Training Institute, participants were asked to evaluate the training. Participant evaluations indicated that each training session was rated as excellent by over 70% of the participants.

Project Outcomes:

As part of this project, we are working with Ami Nagle and Associates to conduct a 3-year evaluation. A brief 6-month implementation report was completed in July 2004, annual reports will be completed in January 2005 and January 2006 and a final report will be completed in January 2007 that will provide a three-year summation of findings. This evaluation will build on existing Family Place tools and develop new evaluation tools to capture implementation issues. Most of the evaluation information will be gathered using survey forms and based on self-reported data. Methodology includes: • Conduct baseline interviews with 14 sites in the weeks following the Family Place training in Tempe, AZ • Distribute the Internal Library Assessment and Progress Report to the 14 libraries for completion every six months starting in July 2004. • Distribute both the pre and post Parent Child Workshop Survey for librarians to administer the surveys to workshop participants. • Collect names of community contacts from library sites and the evaluation team will administer the community survey in the second and third years of the project. • Collect and analyze all survey results from the participating libraries • LFF and MCPL will be asked to keep records of TA sought by library sites and kinds of TA provided. • LFF and MCPL will be asked to provide the evaluation team

with notes from site visits.

Other Results:

In developing strategies that ensure positive outcomes for children and families, the importance of educating parents and caregivers about their roles as first teachers cannot be overstated. Access to information and access to services that meet the needs of children in their first and most formative years is critical. Although many libraries offer services to younger audiences, these efforts are often piecemeal and limited. They are offered with little knowledge of developmentally appropriate or family-centered practice and in isolation from the rest of the professional community of family service providers. Effectively addressing these issues requires ongoing development of appropriate library-based models in family-centered practice and the provision of in-service training and technical assistance for library staff. The Family Place initiative provides an effective and replicable model and training program that supports community libraries in their efforts to contribute to the development of young children. It educates librarians on developmentally appropriate and family-centered practice, connects libraries with the professional community of family service providers, empowers parents as their child's first teacher and helps libraries meet the needs of families with young children.

Anecdotal Info:

Parents/guardians completed the Parent/Child Workshop Survey and were asked what they liked the best about the Parent/Child Workshop. These are selected quotes from participants in the Spring 2004 Parent-Child Workshops "Having my kids interact with other kids and meeting the different resource people in the community." "The opportunity to spend quality time with my daughter in a different environment." "The feedback from the librarians/specialists during play." "Thank you for bringing this program to our community. It was very helpful, my daughter and I really enjoyed it." "This is a great program that I hope continues-an excellent resource for parents!"

Exemplary Reason:

The Family Place initiative transforms the community library into a hub for family-centered services through training and technical assistance in early childhood education, parent education, outreach, coalition-building, and information and referral. All Family Place activities emphasize information access, including the use of new technologies to access networked information vital to families with young children, and opportunities for socialization and modeling. The Family Place promotes family and community understanding of the library and its resources through programs and workshops which stimulate awareness of the local information environment, and support the development of parenting skills and the development of young children. One Arizona Family Place Coordinator had this to say about her experience with becoming a Family Place Library, "It has been going extremely well, we've been doing two separate sessions on Tuesday mornings and parents keep asking me when I am going to do it again. We even ordered some new furnishings for our youth area as a direct reaction to our tremendous customer response to Family Place, and our new parenting collection is flying off the shelf!" Another Arizona Family Place Coordinator shared a wonderful story about a family who attended her Parent-Child Workshop. The family had 2 year-old twins and both children received referrals for health screening from the resource professional at the workshop. The mother received information about where to receive counseling in Spanish and from that community connection, she enrolled in a GED program and earned her GED.

Project Code:	2003-AZ-10499
Project Title:	Project Number:
First Search	
Library Name:	Project Director:
Arizona State Library, Archives and Public Records	Mala Muralidharan
Phone Number:	Email:
602-542-4035	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$247,904	\$
In Kind Contributions:	Total Cost:
\$	\$247,904
Number of Persons Served:	
450,000	
LSTA Purpose:	State Goal:
Library technology, connectivity, and services	Goal 3. Information Technology
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	
Primary Users:	Secondary Users:
Statewide public	
Primary Services:	Secondary Services:
Information Access and Services, Virtual Library Services	
Start Date:	End Date:
10/1/2003	9/30/2004
Statewide? <input checked="" type="checkbox"/>	Partnership? <input type="checkbox"/>
Exemplary? <input type="checkbox"/>	OBE-Related? <input type="checkbox"/>
Project Purpose:	
<p>Arizona State Library assists public libraries around the state by helping provide access to information quickly, comprehensively, and cost effectively. FirstSearch is an online service that gives library professionals and end users access to a rich collection of reference databases. The LSTA grant was utilized to pay for unlimited port access to FirstSearch Base Package + Wilson Select Full Text. This offers seamless electronic access to 13 databases including World Cat and Medline and a broad range of databases that fits the needs of most users. Benefits 1. Users can remote access journal collections and the catalog and 24 hours a day, 7 days a week through FirstSearch. 2. They will have access to WorldCat, the world's largest, most complete, and most consulted library union catalog. 3. Libraries will be better able to cope with cuts to the acquisitions budget by being able to access and get on inter-library</p>	

loan materials that would otherwise never have been able to supply their patrons. 4. Federal statistics shows that while Arizona has a low per capita book budget, it has coped well using interlibrary loans.

Project Activities/Methods:

1. A study was done of the usage statistics before the start of the project two years ago. This is the second year of the Project. 2. Monthly statistics were collected and tabulated to monitor usage. Usage went up by 49.3% since 2002 and Documents delivered went up by 49% 3. County Librarian's voted to have this service through the State Library 4. Promotional e-mails, mailers and promotional materials from OCLC were sent to all the libraries in the system. 5. FirstSearch Training (basic, intermediate, advanced and Admin module) was organized through Amigos. Over 18 face-to-face trainings and several on-line trainings, including some one-on-one trainings were held all over the state in the two years. 6. Follow-up was done with OCLC to identify low-use libraries as well as libraries that had not yet got on to using FirstSearch. 7. OCLC, AMIGOS and the State Library are working together to help those libraries.

Project Outputs:

Number of searches: 459105. Number of documents delivered: 64471.

Project Outcomes:

Other Results:

Anecdotal Info:

Exemplary Reason:

Project Code: 2003-AZ-10565

Project Title: **Project Number:**

Great Expectations: Today's Readers, Tomorrow's Leaders 231-3-2-(10)

Library Name: **Project Director:**

Peoria Public Library David Hunenberg

Phone Number: **Email:**

928-769-2202

Library Building:

LSTA Funds Expended: **Cash Match:**

\$27,280 \$32,200

In Kind Contributions: **Total Cost:**

\$ \$59,480

Number of Persons Served:

12,000

LSTA Purpose: **State Goal:**

Services for lifelong learning Goal 7. Strategic Partnerships

IMLS Primary Performance Category: **IMLS Secondary Performance Category:**

Enhance a lifetime of learning opportunities Strengthen communities

Primary Users:

Children, Young adults and teens

Primary Services:

Continuing Education for the Public, Education-Related Services for Children and Teens, Intergenerational Programs

Start Date:

10/17/2003

Statewide? ☐

Exemplary? ☐

Secondary Users:**Secondary Services:**

After school programs, Homework centers

End Date:

7/30/2004

Partnership? ☒

OBE-Related? ☒

Project Purpose:

Peoria Public Library entered into a partnership with Peoria Unified School District and City of Peoria Recreation to target teens and 4th & 5th graders to create lifelong readers and library advocates. The concept included high school students mentoring younger children in a reading club and homework program. Another goal of the project was to purchase Tutor.com, on-line homework help and to begin implementing a teen center at the Main Library with the purchase of five personal computers.

Project Activities/Methods:

It was decided that honor society students would be the mentors for younger students. They were trained by library and school staff to create and oversee a reading program using the Kids One Book AZ title for 2004, The Warm Place by Nancy Farmer. The mentors read the book, wrote questions for each chapter and came up with activities related to the story for each session. In exchange for the volunteer work done by the teens, the Library and Recreation departments offered classes and programs for teens. The topics were of their choosing and open to any teen wanting to participate. Programs included: web design, cartooning, dance, French, Spanish, and babysitting. In most cases they were offered at both library locations.

Project Outputs:**Project Outcomes:**

Participants were polled at the end of the reading program and were questioned after receiving homework assistance. The reading program participants were asked about the book, the weekly questions, the weekly activities and the teen leaders. Interestingly, the teens enjoyed the interaction as much as the younger students. They were often surprised at just how smart the younger ones were and how well they comprehended the book and it's themes. Homework students were asked about the success of the interaction, was it successful, what did they learn, would they be able to complete similar problems on their own in the future and would they come back or refer others to the program. Perceptions for all participants changed as the program continued. Many of the teens became volunteers over the summer to help with children's programs and they are returning to the program this year.

Other Results:

The partners could not have accomplished one tenth of the completed results without the assistance of LSTA funding. The availability of the funds created the idea! The partners met and asked, what can we do together that will make

an impact on students and the community? The principal came up with the concept and the rest is history. The grant has helped students of all ages in the areas of personal growth, learning library research methods and community involvement. The partners learned a lesson in teamwork and flexibility. Overall this was successful due to LSTA funding.

Anecdotal Info:

There is one anecdote worth sharing. One Thursday when the children and their mentor were in the story time room reading an extra chapter, the room was quiet except for the turning of pages. The children were sprawled out over bean bags chairs. The principal stopped by to see how all was going. Upon seeing her dream of mentoring come true, she burst into tears. Looking at me she said "This is what education is all about, sharing the love of reading with others".

Exemplary Reason:

Project Code:	2003-AZ-10540
Project Title:	Project Number:
Have Laptops Will Travel	231-1-5-(10)
Library Name:	Project Director:
Maricopa County Library District	Harry Courtright
Phone Number:	Email:
602-506-2950	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$40,000	\$
In Kind Contributions:	Total Cost:
\$7,786	\$47,786
Number of Persons Served:	
768	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 3. Information Technology
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Enhance a lifetime of learning opportunities
Primary Users:	Secondary Users:
Adults, Seniors	
Primary Services:	Secondary Services:
Information Access and Services, Mobile Services, Training for the Public	
Start Date:	End Date:
10/17/2003	7/31/2004
Statewide? <input type="checkbox"/>	Partnership? <input type="checkbox"/>
Exemplary? <input checked="" type="checkbox"/>	OBE-Related? <input checked="" type="checkbox"/>

Project Purpose:

The purpose of this project was to create two portable computer labs each equipped with eight wireless laptop computers that would be used to teach basic computer skills to senior adults. The project also aimed to develop course curriculum, handouts, and a team of senior adult volunteers to teach the classes. A primary goal is to provide to senior adults access to all online information through the Library District's Web site who otherwise would not have the computer skills to access information on their own.

Project Activities/Methods:

Because the Library District currently offers computer classes, we already had a group of librarians that were skilled at giving computer instruction. The group of librarians met and exchanged their current curriculum; however, we knew that we would have to adjust the current classes to meet the needs of older adults. The instructors needed to review their handouts as well as their class curriculum and adjust them to fit the needs of older adults. Examples of adjustments included revising handouts so that text would display in larger fonts or adding white space so students could take notes, and including time for practice during the class, to name just a few. After reviewing other class curriculum available as well as researching tips for giving computer instruction to seniors the class curriculum was set in place. During a two-month period staff were able to offer 16 computer classes to 55 students using the equipment and content developed especially for this project. Due to the popularity of computer use and the need for instruction to this group; staff found it unnecessary to promote the classes outside of the library. Each lab consisted of eight laptop computers so the service was promoted locally within each library. As we embarked on this project we wanted to review our current class offerings and how they could be catered to the needs of older adults. Through research and reading we created a one-page instructor tip sheet titled Computer Classes for Seniors, Notes to Instructors (attached). That way, librarians who were fluent with computers could use different techniques in order to tailor their instruction to the audience. Additionally, as the classes were being given it appeared that one of the more difficult classes to teach was the introduction to computers when some questions were difficult to answer such as "What is memory? What is RAM?" In order to answer those questions to the best of our ability we created a show and tell technology box.

Project Outputs:

The grant proposal hoped to reach at least 50 senior adults in each of the Library District's thirteen service areas and recruit at least 10 senior adult volunteers. Library staff faced several challenges in attaining these outputs due to a variety of technical issues. Even though the Library District had difficulty implementing wireless technology at all of the branches staff were able to (1) use wireless technology and/or (2) use the staff-developed curriculum for older adults on wired laptops or desktop computers in their library. Fifty-five students were instructed in the use of computers. Since library staff was not able to identify volunteers by the end of the grant period they hope to develop them as their current students become more computer savvy.

Project Outcomes:

Each student was asked to fill out a pre- and a post-questionnaire that would measure their knowledge of the class topics (computers, e-mail, word processing and Internet), their attitude toward learning computer technology, and their assessment of whether or not their skills improved. Additionally, other questions were asked to offer us a composite of the average student.

The typical student had little to no knowledge of the subject the computer classes offered; however, in the case of the electronic mail class most students were taking it as a refresher class. The students, for the most part, were taking the classes for personal reasons. When asked what the biggest obstacles they face in learning computers most (18) said they were afraid they will not be able to keep up with the rest of the class, it's been quite a while since I needed to learn anything new (15), typing and using the mouse are difficult for me (10). The project outcomes indicated that the majority of students felt they had an increase in knowledge, attitude and skills. Most students agreed that their knowledge of each class topic had increased now that they had completed the class (55), their attitude toward learning had changed for the better (52), and they indicated that their skill level in each class had improved (55).

Other Results:

Without the LSTA funding it would have been impossible for the Library District on its own to carry out this project. The LSTA funding is helping seniors in Maricopa County to learn computers skills, which allows them to have greater access to library resources using technology. The best part is that the LSTA funding not only benefited those who participated during the grant period—it will continue to benefit many more in the future.

Anecdotal Info:

Many of the comments that we heard indicated that our students left with an increased level of confidence. Some of the comments we received included: My confidence is greatly increased. It seems easier than I anticipated. I'm not afraid of it [the computer] now. I'm not as fearful. Not as nervous. I feel more comfortable with the computer.

Exemplary Reason:

The project enabled the library to focus on the needs of older adults and how they learn about computers. By use of the portable computers the students were placed in an environment conducive to the learning. They were also learning with their peers in a class that was designed just for them. Students were not the only ones learning. The project allowed our staff to learn, too. Librarians learned about serving seniors and how computer classes can be tailored to this group's needs. Our Information Technology department was able to implement the wireless technology. Plus it is the kind of project that "keeps on giving" since the Library District now has the equipment (computers) to use again and again--and the lab is portable and basically can go anywhere—new groups of seniors in many areas of the County will benefit.

Project Code:	2003-AZ-10561
Project Title:	Project Number:
Healthy Babies/Healthy Readers	231-3-2-(09)
Library Name:	Project Director:
Parker Public Library	Jana Ponce-Wolfe
Phone Number:	Email:
928-669-2622	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$6,998	\$

In Kind Contributions:

\$4,490

Number of Persons Served:

500

LSTA Purpose:

Services for lifelong learning

IMLS Primary Performance Category:

Strengthen families and children

Primary Users:

Adults, Pre-school children, Rural populations

Primary Services:

Education-Related Services for Children and Teens, Intergenerational Programs, Literacy Programs

Start Date:

10/17/2003

Statewide? ☐**Exemplary?** ☐**Project Purpose:**

The purpose of this project was to reach 500 new parents through the immunization program that is conducted at the local free La Paz County Health Department. The project grew in location once it had started by involving the WIC program and the Indian Health Services Hospital located on the Colorado River Indian Reservation. Each parent was given a "goodie" bag with several informational items in it about the library services available in La Paz County. This was the mechanism used to get the parents, grandparents and daycare givers into the library for further information about programs and services available to the infant or toddlers in the community. By getting these adults into the library, the staff was able to give an orientation of the library and services available to them. Thus resulting in a larger patron field and programs that are being used more..ie..Baby Time.

Project Activities/Methods:

A basic orientation was given to the Health Department Nursing staff. The program was explained at great length. The items were bagged into individual bags by staff and volunteers. The bags included: a baby picture frame magnet that hangs on the refrigerator with library information (time, address, etc...), a book mark, and a brochure about all the libraries and museums available in La Paz County. It also contained a coupon for a "free" board book at your library of choice. The participating libraries were the La Paz County Bookmobile, Indian Hills Public Library and Parker Public Library. The parents, grandparents, or guardians, after visiting the participating health facility, came to the library of their choice the get their free book. At that time a survey was given in English and Spanish. One month after the survey was complete, a follow up survey was given to determine if the library was being used for additional services. The program was advertised at both the Town Council and

Total Cost:

\$11,488

State Goal:

Goal 6. Families and Children

IMLS Secondary Performance Category:

Enhance a lifetime of learning opportunities

Secondary Users:**Secondary Services:**

Family literacy

End Date:

7/30/2004

Partnership? ☒**OBE-Related?** ☒

La Paz County Board of Supervisor meetings. It was also advertised through the participating libraries via flyers and posters and was in the local newspaper and on the local TV cable-advertising channel.

Project Outputs:

A total of 500 board books were given to new/first time mothers, fathers, grandparents and guardians throughout La Paz County. Over 5,000 brochures were distributed to all the libraries, museums, chambers, health department and clinics, as well as several daycares.

Project Outcomes:

A survey was given to all participants. The questions included were: 1. What library did you receive your "free" book from? 2. Do you have a library card? 3. Do you read to your baby? 4. Do you attend programs offered by the library? 5. What programs would you be interested in as a new parent? 6. Will you return to the library for other materials (books, videos, computers, etc...)? 7. How will this free book and the library help you with parenting? I also had them fill out their name and daytime phone number for a follow-up phone survey. The surveys determined several outcomes: All of the surveys were very positive. They all said they would return to the library for other services including, books, videos, programs (baby time – story time), and computers. The parents felt this program will bring them closer to their children, the children will learn to appreciate books, and they would learn to identify animals, colors and numbers. One mother said she was thankful for this program because she did not have the money to buy books and now they are regular visitors of the library. This same mother is now enrolled in the MotherRead program offered at Parker Public Library.

Other Results:

Without LSTA funding, this project would have been impossible. The grant established a collection of board books that were the glue for the whole program. The library systems in La Paz County have a very small book/materials budget. What a wonderful feeling knowing that a "book" is what is bringing parents closer to their infants at such an early age. The books have introduced the young parents to the library and all the free resources it has to offer babies, but teens, adults and grandparents. Essentially everyone has a place at the library. All they need is the love of books to drive them, and this program has started the desire at a very early age.

Anecdotal Info:**Exemplary Reason:**

Project Code:	2003-AZ-10570
Project Title:	Project Number:
Healthy Families	231-3-2-(05)
Library Name:	Project Director:
Gila County Library District	Jacque Griffin
Phone Number:	Email:
928-425-3231	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$12,000	\$

In Kind Contributions:

\$12,600

Number of Persons Served:

5,180

LSTA Purpose:

Services for lifelong learning

IMLS Primary Performance Category:

Strengthen families and children

Primary Users:

Adults, Children, Rural populations

Primary Services:

Continuing Education for the Public,
Education-Related Services for
Children and Teens, Library
Development

Start Date:

10/17/2003

Statewide? ☐**Exemplary?** ☐**Project Purpose:**

This grant followed the pattern we created with an earlier Strengthening Families Grant. Our goal was to update materials for the eight libraries relating to consumer health, family health, eldercare, wellness, social issues and aging. In rural communities, the public has limited to very limited access to good information regarding family health issues. Some of our communities have very limited health clinics, and no one to address the many issues that revolve around mental health, care of the aging, family social health, counseling, etc... The eight affiliate libraries have very limited materials budgets, and the basic health and wellness books were out of date. This grant allowed each library to obtain books and materials relative to their needs and the needs of their patrons.

Project Activities/Methods:

We held two meetings with librarians and two meetings with area health professionals to help identify needs within the county. We also conducted online discussions relative to the needs of core collections. We involved Gila County Health Department officials, hospital staff, school staff, and area agency personnel, along with affiliate library staff to make recommendations regarding community needs. We also purchased flyers promoting the collections which have been distributed to area health professionals for publicity of the collections.

Project Outputs:

We purchased 386 titles to be distributed to the eight libraries. Some of these titles replaced very old reference materials, but most of these titles are for circulation and are, in many cases, new materials that were not previously represented in their collections. The local doctors and area health agencies

Total Cost:

\$24,600

State Goal:

Goal 6. Families and Children

IMLS Secondary Performance Category:

Provide access to information,
resources and ideas

Secondary Users:**Secondary Services:****End Date:**

9/30/2004

Partnership? ☒**OBE-Related?** ☐

have been more than happy to participate in promoting this collection. We currently have flyers placed at three area hospitals, two local clinics, two County Health Department offices, and seventeen Doctors' Offices. The entire process improved relationships with the professional health community in Gila County. Patrons now have access to current, relevant materials. Many patrons still would prefer to take a book home, rather than spend large amounts of time searching web sites at the library.

Project Outcomes:

We will be able to track the yearly statistics regarding circulation of these items. In addition, we have raised the visibility of libraries with respect to the health care professionals in our various communities and strengthened our partnership with area agencies. In some cases we have created the awareness within the local medical profession that libraries "matter" and have something to offer them and their patients. A comment that we heard several times was, "I never thought about sending patients to the library for information."

Other Results:**Anecdotal Info:**

The libraries in Gila County face the challenge of providing relevant and up-to-date information to patrons. Funding is always in limited supply. This LSTA grant provided a reason to reach out to the health community, solicit their input, and promote libraries as an important resource for them and the public they serve. We would not have been able to create and foster those relationships without LSTA and this grant. We are always looking for opportunities to reach out to the public and create new patrons, as well as better serve our existing patron base. Some of the libraries in Gila County have faced serious budget constraints in recent years, and materials budgets have been hardest hit. For example, three local libraries have not had materials budgets for at least three years. The only way they have been able to maintain a dynamic collection has been through donations and small fundraising efforts. LSTA grants allow us to help them meet the needs of their residents.

Exemplary Reason:

Project Code:	2003-AZ-10560
Project Title:	Project Number:
Homework Help/After School Tutoring	231-3-2-(08)
Library Name:	Project Director:
Nogales City/Santa Cruz County Public Library	Suzanne Haddock
Phone Number:	Email:
520-287-3343	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$10,460	\$7,200
In Kind Contributions:	Total Cost:
\$5,400	\$23,060
Number of Persons Served:	

305

LSTA Purpose:

Services for lifelong learning

IMLS Primary Performance Category:

Provide access to information, resources and ideas

Primary Users:

Children, Non/limited English speaking persons, Rural populations

Primary Services:

Education-Related Services for Children and Teens, Information Access and Services, Literacy Programs

Start Date:

12/12/2003

Statewide? ☐**Exemplary?** ☐**Project Purpose:**

Supervised by children's services coordinator Anna Acuña, our high school tutor, Alan Valencia, tutored elementary age children in the main library Monday through Thursday from 3:00 p.m. to 5:30 p.m. Our expected outcome was that students would do better in the classroom and have completed homework assignments with the help they received from the tutor at the public library. Also part of the program was using tutor.com an outline homework help program accessed through our web site. Although the number is low for annual use (55) this is revolutionary for Nogales. The predominately Hispanic culture coupled with small town tradition that usually shuns help from someone that don't know well has taken a new turn. Our tutor had the tutor.com page on at an internet computer and used it with the student as often as possible.

Project Activities/Methods:

The project was carried out four times a week starting October 13, 2003 and ending May 17, 2004. There were 100 tutoring sessions and 305 children attended. The program was advertised in the newspaper by articles written by the director and by the children's services coordinator. The director announced the project on Nogales Profiles, a free public service announcement program on KMSB, a Tucson/Nogales T.V. station, plus flyers were posted in the public elementary schools and designated public places, e.g. post office, Safeway, etc. The tutor.com program was promoted using funds from the grant and was advertised weekly in the Nogales paper, Nogales International, and weekly in the Weekly Bulletin, the rural Santa Cruz County paper: Sonoita, Tubac, Rio Rico, Patagonia, etc. As with the in-house tutoring bookmarks were created and posters were placed at public places and in the public schools including the high schools.

Project Outputs:

The tutor, Alan Valencia, used the standard reference materials in our

State Goal:

Goal 6. Families and Children

IMLS Secondary Performance Category:

Provide tools for the future

Secondary Users:**Secondary Services:**

After school programs, Homework centers

End Date:

7/31/2004

Partnership? ☒**OBE-Related?** ☐

children's reference area, the non-fiction collection, and if appropriate, tutor.com and internet web sites approved for children. The number of children tutored was 3 05 during the October to May period.

Project Outcomes:

It was difficult to measure how much the students benefited from the Homework Help Program due to the attendance of these children, observed Anna Acuña children's services coordinator. Some students came everyday for weeks at a time while others only came for help when they are having difficulty with a particular subject or project. The success of the program has thus far been measured through comments from parents and students that express their appreciation for the program. To date we have been very fortunate to have had an exceptional tutor that has been able to build trusting relationships with the students as well as the parents. This has been a very positive aspect of the program. The communication issue has been minimal as the student tutor was bilingual. Many times both students and parents seek assistance since the students do not understand the assigned work and the non-English speaking parents are not able to help. Noteworthy of comment is the fact that more than a few parents have been inspired to take English classes as a result of seeing the importance of being able to participate in their child's education.

Other Results:

Due to LSTA funds we were able to afford hiring the high school tutor for the school year and were able to have tutor.com that is proving to be more and more a important tool for elementary through college age students. Without this funding we would not have had either of these projects to offer the community since our budget was severely cut back this past fiscal year. Because this was a project that primarily benefited children, and this is a very family oriented community, there was interest and discussion at city council and supervisors' meetings when the monthly reports from department heads were read. All local politicians were supporting and will continue to support a project that helps children with their studies.

Anecdotal Info:

The Rios family, a family of three children and the mother came all year. In attending homework help sessions, and being introduced to reading the newspapers, reference books, and other media during these sessions these children, their mother reported, did better in school . The children also won awards at school, at the library summer reading program, and for community projects just this past year. The mother also studied for and obtained her GED and was also taking our computer classes this past year.

Exemplary Reason:

Project Code:	2003-AZ-10569
Project Title:	Project Number:
Improving the San Xavier Library	231-3-2-(14)
Library Name:	Project Director:
San Xavier Learning Center Library	Bonnie Corella
Phone Number:	Email:
520-295-1025	
Library Building:	

LSTA Funds Expended:

\$6,945

In Kind Contributions:

\$26,636

Number of Persons Served:

1,000

LSTA Purpose:

Library technology, connectivity, and services

IMLS Primary Performance Category:

Provide access to information, resources and ideas

Primary Users:

Adults, Children, Rural populations

Primary Services:

Library Development, Staff Development Education and Training

Start Date:

10/17/2003

Statewide? ☐**Exemplary?** ☒**Project Purpose:**

We purchased more than 200 new books for the San Xavier Library, giving the collection a much-needed update. New books included literary classics such as "To Kill a Mockingbird" and "Pride and Prejudice," and 2 new sets of encyclopedias. New books also include textbooks used by schoolchildren on the District. At Sunnyside Unified School District schools, students are not allowed to take their textbooks home with them. This is an obstacle to completing homework assignments. We purchased textbooks to assist students and encourage them to come to the Library after school. These improvements to our collection will encourage youth to use the Library as an educational place to go after school. We also purchased developmental toys, kid sized-furniture, and books on parenting to create a Family Resource area within the Library. This area gives families a place where they can come and read and spend time interacting together. We have also started relationships with several family service agencies in Tucson, and will place informational brochures and videos from these agencies in the Family Resource Area. The resources will increase the benefits the Library provides to local families.

Project Activities/Methods:

First, we generated a list of books to be added to the Library's collection. We contacted schools District youth attend, the main Tohono O'odham Nation Library in Sells, and other resources. At the same time, we began generating a list of books and resources that would contribute to a useful, engaging Family Resource area. This process involved establishing relationships with KARE and other family agencies, to discuss resources they could recommend or provide. Due to slow response time from schools and other agencies, this

Cash Match:

\$

Total Cost:

\$33,581

State Goal:

Goal 6. Families and Children

IMLS Secondary Performance Category:

Strengthen families and children

Secondary Users:**Secondary Services:****End Date:**

8/4/2004

Partnership? ☐**OBE-Related?** ☒

process lasted until May of 2004. Our next steps were to purchase these resources, place new books in the library, and to create the Family Resource Area. We obtained assistance from our Head Start and Day Care programs in laying out and decorating the Family Resource area. Summer Youth workers also helped with these efforts. To publicize the program, regular articles were published in the August Week News. In addition, after the books are cataloged and put on display, an Open House will be held to introduce the new resources to the community. Finally, our Education Program Manager made a presentation to Sunnyside Unified School District Teachers and administrators in late August, and included a description of the new resources. It is our hope teachers will encourage their San Xavier students to take advantage of the Library.

Project Outputs:

Outputs for this project included over 250 new books, children's furniture, low bookcases to house children's collection, developmental toys, 2 new sets of encyclopedias, and approximately 20 new textbooks.

Project Outcomes:

Outcomes measured in this project were: use of the Library as an educational place to go after school, and use of the Library by families. Baselines were established by tracking Library sign-in sheets for separate one-week periods in late March and early May. For the week of 3/29-4/2, 55 kids came to the Library after school. The peak day was Wednesday, when 22 kids came. (Wednesday is an "early release" day, with most kids getting out of school before 2 PM.) For the week of 5/3-5/7, 36 kids visited the Library after school. The peak day was again Wednesday, with 10 kids visiting. Due to project delays, new resources were not purchased until after the 03-04 school year had ended. Therefore, it has not yet been possible to measure changes in use of the Library as an education place to go after school after the addition of these resources. Usage rates will be tracked again in September, after the school year starts, and the results submitted to the State before the end of that month. Baselines for family visitation were established by having the Librarian observe and track if families came in to the Library. The Librarian observed no families coming to the Library during either of her week-long observation periods. She will again observe patrons after an Open House introducing the Family Resource area is held, and will track families who come to the resource area. If any families are seen to use the area 3 times, she will ask them to fill out a short survey asking if the area has been helpful to them.

Other Results:

This project allowed us to dramatically improve the collection in our Library. In 2000, we hired a consultant to perform an assessment of our Library. This consultant listed weeding and updating our collection as top priorities. The LSTA funds awarded allowed us to engage in these activities, improving the level of service we can provide to the San Xavier community. These funds also allowed the creation of a Family Resource area within our Library, which we hope will attract more families to our facility and offer them books, toys, and other resources that will enrich both the children and their parents.

Anecdotal Info:

One unintended outcome of this project was the on-the-job training it gave the San Xavier Librarian. She has now had a crash course in selecting, ordering, and obtaining library resources, and has greatly improved her skills in those areas. In addition, acquisition of new resources has given the Librarian new motivation to develop a computerized cataloging and circulation

system that will improve tracking of books. Finally, the Library has established a relationship with KARE, and is beginning discussions with them to hold satellite programs (play groups, parenting groups) at the San Xavier Library.

Exemplary Reason:

This project is exemplary because of the strong and lasting impact it will have on San Xavier. The new books were desperately needed; community members did not look at the Library as a useful place to go for books, largely because of the age of its collection (previously, the most recent encyclopedias were from 1982). This update of the collection, and creation of the Family Resource area, will greatly increase the appeal of a trip to the Library, and should increase visitation. In addition, executing this project has proven an empowering experience for the Librarian, and is motivating her to take on new challenges and Library development tasks. This project provided new resources to a Native American population, and its impact will be felt for many years to come.

Project Code:	2003-AZ-10531
Project Title:	Project Number:
Information & Referral Database	231-2-1-(02)
Library Name:	Project Director:
Mohave County Library District	Ferrell Morgan
Phone Number:	Email:
928-692-2665 (Boo	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$7,223	\$
In Kind Contributions:	Total Cost:
\$4,119	\$11,342
Number of Persons Served:	
1,462	
LSTA Purpose:	State Goal:
Services to persons having difficulty using libraries	Goal 5. Community Focal Point
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Strengthen communities
Primary Users:	Secondary Users:
Adults, Rural populations, Young adults and teens	
Primary Services:	Secondary Services:
Education-Related Services for Children and Teens, Information Access and Services, Virtual Library Services	Community information services, Health information services, Information & referral (I&R)
Start Date:	End Date:

2/25/2004

9/30/2004

Statewide? ☐**Partnership?** ☒**Exemplary?** ☐**OBE-Related?** ☒**Project Purpose:**

Created an Information and Referral Database that contains over 1400 community service support groups, organizations, associations foundations, institutions, and social clubs. Federal, County, and Municipal agencies that serve residents nation-wide, the state of Arizona and Mohave County. These organizations serve a wide variety of human needs ranging from starting a small business, assisted living to assistance to the physically challenged persons.

Project Activities/Methods:

The project was initiated by identifying what community based support groups, organizations and agencies that exist in the community. The agencies within the community that maintained a list of all the agencies and how this list might be obtained by MCLD in order to bring all the known agencies together in one information and referral database. The project manager made contact with all the know agencies in the community that had a list of community based support groups such as the various Chambers of Commerce, Mohave Community College, and the major hospitals in the area and obtained their list of community based support groups and organizations. The Mohave County Library District (MCLD) maintains a list of social clubs and support groups that meet in the libraries program rooms on a regular basis. These organizations and groups were also used as well as support groups listed in the daily newspapers Calendar of Events and those that hold meetings at the three main area hospitals in Mohave County.

Project Outputs:

Between February 25, 2003 and August 2, 2004, 1,462 community based support, self-help groups, public and governmental agencies and organizations were entered into the Community Information and Referral Database.

Project Outcomes:

One community response survey has been completed and tabulated with highly favorable responses for the creation of a Community Information and Referral Database. The second Community Response Survey was distributed to residents of Mohave County on August 2, for their response and input concerning the usefulness of the Community Information and Referral Database. (See enclosed copies of the two Community Response Surveys and Press Releases (PSA's).

Other Results:

The LSTA grant funding was very importation to this project, without some monetary assistance the project would have never been undertaken, thus denying hundreds if not thousands of individuals from all walks of life access to information resources that can improve their quality of life.

Anecdotal Info:**Exemplary Reason:**

Project Code:

2003-AZ-10548

Project Title:**Project Number:**

Information Technology Public Awareness

231-1-5-(05)

Library Name:

Chandler Public Library

Project Director:

Marybeth Gardner

Phone Number:

480-782-2803

Email:

Library Building:

LSTA Funds Expended:

\$33,000

Cash Match:

\$2,315

In Kind Contributions:

\$

Total Cost:

\$35,315

Number of Persons Served:

74,363

LSTA Purpose:

Library technology, connectivity, and services

State Goal:

Goal 3. Information Technology

IMLS Primary Performance Category:

Provide access to information, resources and ideas

IMLS Secondary Performance Category:

Provide tools for the future

Primary Users:

Adults

Secondary Users:

Primary Services:

Virtual Library Services

Secondary Services:

Start Date:

10/17/2003

End Date:

6/30/2004

Statewide? ☐

Partnership? ☒

Exemplary? ☐

OBE-Related? ☒

Project Purpose:

A series of postcards were sent to each home in Chandler highlighting the library's home page and electronic resources and services, including the on-line catalog and subscription databases. These postcards were also included in the Chamber of Commerce monthly newsletter, distributed to teachers at various schools, and electronic versions of the cards were posted to major employer intranet sites. The intent was to increase awareness of our library system, specifically our electronic resources, services, and enhanced customer service opportunities using today's technology.

Project Activities/Methods:

Working with the library's management team, we identified the priority areas that needed to be addressed through this awareness campaign: on-line catalog and its capabilities (place holds, renew items, etc) subscription databases, and the library's homepage in general. The team also felt that besides a listing of what we offer (what?), one card should be scenario based (what if?). Once those items had been determined, we worked with a creative group to design the mailers, keeping the adult user as our primary audience.

A total of 73,363 postcards were mailed to all homes in Chandler during the month of April (postcard #1). The second postcard was mailed to these same 73,363 homes during the month of May. We also included 1,000 of each postcard into the monthly Chandler Chamber of Commerce newsletter and an additional 1,000 were distributed to city leaders and teachers at various junior and senior high schools. We also received each mailer in electronic format where some of Chandler's major employers were able to include it on their intranets to further reach their employees. We also dropped the electronic version into the City's quarterly "Breaktime" brochure, once again reaching all homes in Chandler. After the blitz, we monitored the usage and garnered feedback from users and potential users.

Project Outputs:

The following received each of the two postcards: Chandler homes: 73,363
Chandler Chamber of Commerce members: 1000

Project Outcomes:

Baseline data was gathered prior to the start of the campaign. This number was compared to the data collected during the campaign months to measure any increase in activity. Pre and post statistics suggest a small increase across the board during April, the month when the first postcard listing the various resources was mailed. The fluctuation of numbers in May could be attributed to the end of the school year. During an informal survey, customers felt these electronic services added to the library's customer service levels and were most excited to learn about the remote capabilities, including our on-line catalog and the remote access databases. This was confirmed when analyzing the data where the most popular page accessed on our web site was the "my account" page, followed by the informational database page. It is important to note, that it is difficult to measure the success of an awareness campaign, especially for something as specific as informational databases. Thanks to the additional marketing push, the customer may now know that the Chandler Public Library has these resources, but won't actually access them until they actually have a need for them - which could be months from the actually campaign.

Other Results:

Without LSTA funding, we would never have been able to conduct this type of campaign at this level. Unfortunately, marketing dollars are not available to dedicate to a specific campaign like electronic resources. The funding allowed us to have an outside vendor create an eye-catching series of stand-alone postcards (rather than an advertisement or a flyer in a bundle of direct mail). It also allowed for mailing costs to provide this series to every home in Chandler twice.

Anecdotal Info:

Due to this campaign, the Chandler Public Library received a lot of "national" coverage within the library community. Each of the postcards was posted in pdf format to the public library listserve with comments coming in from around the country. (A total of 7,000 subscribe to the Public Library listserv) "This is great! I would like to pass this on to my director and my State Librarian. We are always looking for ways to promote our online databases and services. It's not just the idea of the postcard, however; it's the fact that it is so slick looking. Very modern, and it does grab you. Kudos!" With the increased interest in libraries generating awareness for their electronic resources, the campaign was also highlighted in a recent Library Journal article. Comments received from customers/library staff: "Got your postcard in

the mail...are your movies on your catalog too?" "I just checked out a bunch of CDs to a mail carrier who delivered the postcards that were sent out. He hadn't realized we carried music until he saw the postcards!" "Just wanted to let you know that I assisted two people who came into the library because they received our postcard in the mail. One couple recently moved to Chandler, received the postcard, and came immediately to sign up for a library card. They were very interested in the databases they could access from home. The other gal I spoke to was a library member many years ago, but had let her membership expire. So the postcard reminded her to come in and get a new membership. She was eagerly using the computers with her new card!"

Exemplary Reason:

Project Code:	2003-AZ-10552
Project Title:	Project Number:
LARC Editing and Archive Collection	231-1-5-(02)
Library Name:	Project Director:
Arizona State Museum	Mary Graham
Phone Number:	Email:
520-621-4695	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$29,564	\$
In Kind Contributions:	Total Cost:
\$	\$29,564
Number of Persons Served:	
60,000	
LSTA Purpose:	State Goal:
Library technology, connectivity, and services	Goal 3. Information Technology
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Sustain our cultural heritage
Primary Users:	Secondary Users:
Adults, Statewide public, Young adults and teens	
Primary Services:	Secondary Services:
Continuing Education for the Public, Digitization and Digital Library Projects, Information Access and Services	
Start Date:	End Date:
10/17/2003	9/30/2004
Statewide? <input checked="" type="checkbox"/>	Partnership? <input type="checkbox"/>

Exemplary? ☐OBE-Related? ☒**Project Purpose:**

We conducted a two-part project, which we amended slightly in June 2004, with approval. First we conducted a retrospective conversion into Encoded Archival Descriptor (EAD) format (rather than into USMARC format as originally requested) for the finding aids to heavily used and significant archival collections: the Edward Spicer Papers and the Grenville Goodwin Papers. As part of this phase we also created project-level MARC records for these collections and the Bureau of Ethnic Research Papers (120 projects) and electronically linked these documents to LARC. The second part concerned editing the BIBLIO database records (15,000 specialized archaeological bibliographic records) that were added to LARC to bring them into standardized USMARC format with Library of Congress authority for name and subject headings. We added to this additional copy cataloging and retrospective conversion of important Dewey classified titles and archival maps.

Project Activities/Methods:

This grant enabled us to edit the ASM BIBLIO records with authority control from Library of Congress for name and subject headings and to standardize to USMARC to ensure compatibility with the library's catalog. We estimate that approximately 25%, or 3,500 records, were duplicate holdings to be merged. Another 4-5,000 records needed USMARC standardization. We used OCLC CatExpress to download correct OCLC records to merge the nonstandard records from the BIBLIO database. We found that most of these records required original cataloging, not copy cataloging. We received permission to use the remaining CatExpress downloads for retrospective conversion of important titles in our Dewey classified collection and for archival maps. We additionally amended our grant to reflect a change in focus for cataloging the archival collections. The ASM Cataloger developed, in conjunction with the Archivist, EAD templates to facilitate cataloging of the archival folder-level material. The Archivist and Cataloger reviewed all records to ensure quality and accuracy. Encoding in EAD allowed us to participate in the statewide archives consortium, Arizona Archives Online (AAO), where our two collections are online at <http://aao.lib.asu.edu.index.html>. Two cataloging assistants were hired to work under the direction of the ASM Cataloger and the Archivist, and a PC and printer, and XML authoring software in order to do the EAD encoding were purchased specifically for the archival cataloging part of the project.

Project Outputs:

The product from this project is improved computer technology infrastructure by the enhancement of LARC. Additional sought-after archival records and the standardization of the bibliographic data migration project ensure that all records reflect the highest international bibliographic standards making them more accurate and accessible for sharing and research. Approximately 1900 new cataloging records were added to LARC, approximately 2500 ASM BIBLIO records were corrected, and 123 archival project-level MARC records and two archives collections were encoded in EAD as a result of this grant. The Arizona State Museum has also joined the Arizona Archives Online consortium.

Project Outcomes:

In order to determine the value of improved accessibility to the Spicer, Goodwin, and BER papers as well as the database as a whole, the Museum's Webmaster, working with the Librarians and Archivist, designed and

implemented a pop-up survey questionnaire that is available when a user exits their session in LARC. The survey includes questions to determine the general location from which the user is accessing LARC (e.g. in-house, on campus, in-state, out-of-state), whether it has met their needs, if they would use the site again and if they would recommend it to others. The results of the survey are available online. The results of the survey are that the majority of respondents found LARC very useful, would use the catalog again, and would recommend it to colleagues. The reasons for using the database were rather evenly split between people accessing it for general interest, research use, and professional or business purposes. Respondents to the survey were evenly distributed between users located in Arizona and users actually using LARC at ASM. There were two users indicating they were located out of state from the 15 respondents.

Other Results:

Community technology infrastructure was enhanced by providing 1) improved access and availability of valuable, yet previously difficult to access, ASM archival and library resources and information 2) retrospective conversion of out-dated computer files using USMARC, 3) bibliographic data migration editing and adding rich and sought-after resources in the ASM Archives to the online catalog. The addition to the web access via LARC and AAO of specific archival collections identified for this project will have impact on local Yaqui and Apache tribal communities by providing ease of access to significant information about their tribal culture and history that has been difficult to access up to this point. In addition, this project will enable interoperability among different museum sections (library, archives, archaeological records office, and the archaeological repository collections) that will result in an integrated workflow, procedures to catalog material, and improved access to the collections for the public.

Anecdotal Info:

In June 2004 the ASML, LARC specifically, experienced a server crash and data loss. Due to failures in ASM's backup procedure, the LARC hardware, and vendor support, the Museum lost an entire year's worth of data entry into the LARC database, including all work conducted under the LSTA 2003 grant (2,500 BIBLIO records corrected and edited under the grant). I informed Jane Kolbe and Laura Stone of the situation and requested guidance in terms of accountability in regard to the grant-funded portion of the data loss. Their response was extremely supportive, understanding and gracious in a time of intense stress and distress for us. We submitted, as requested, an amended budget that included the purchase of additional OCLC data via CatExpress, and the purchase of a pc and printer to host another cataloging assistance to help in the data recovery process. To date, with a newly hired temporary part-time cataloger, we have recovered approximately 12% of the lost data. As an aside, the nearly 1,412 records added for new archaeological reports submitted to the Archaeological Records Office at ASM which are a valuable addition to the LARC database, but not connected to this grant, that were lost are now re-entered.

Exemplary Reason:

Project Code:	2003-AZ-10571
Project Title:	Project Number:
LEED Phase II	231-2-2-(01)
Library Name:	Project Director:

Chandler Public Library

Linda Meissner

Phone Number:**Email:**

480-782-2803

Library Building:**LSTA Funds Expended:****Cash Match:**

\$15,600

\$

In Kind Contributions:**Total Cost:**

\$4,301

\$19,901

Number of Persons Served:

350

LSTA Purpose:**State Goal:**

Services for lifelong learning

Goal 7. Strategic Partnerships

IMLS Primary Performance Category:**IMLS Secondary Performance Category:**

Provide access to information, resources and ideas

Enhance a lifetime of learning opportunities

Primary Users:**Secondary Users:**

Adults, Urban populations

Primary Services:**Secondary Services:**

Economic Development, Information Access and Services, Training for the Public

Business information services

Start Date:**End Date:**

10/17/2003

4/30/2004

Statewide? ☐**Partnership?** ☒**Exemplary?** ☐**OBE-Related?** ☐**Project Purpose:**

LEED Phase II leveraged the success of LEED Phase I. It established a model curriculum in support of local and statewide economic development programs, and a marketing strategy for community outreach through local and statewide projects and services. LEED Phase II developed a model curriculum within a framework entitled My Business Acceleration Plan (MBA Plan) in direct response to a gap analysis conducted in LEED Phase I. Curriculum developed for the MBA Plan forms the core of a business development program offered through the Chandler Public Library. LEED Phase II extended the collaborative partnerships established in Phase I and provides a curriculum template for any community where the library has an interest in providing a forum in support of local economic development and/or business literacy.

Project Activities/Methods:

LEED Phase II – MBA Plan was implemented by selecting 20 small business operators and entrepreneurs who attended the Chandler Small Business Information Summit developed during LEED Phase I. Those small business operators attended a series of 6 mentoring sessions designed to cover the essential basics of business start-up and development. At the conclusion of these sessions, attendees had been exposed to the Small Business Services through the Arizona Department of Commerce; business resources available

through the Chandler Public Library; practical marketing including print and Internet; business plans and access to capital, presented by the Small Business Administration; legal structure and tax ramifications, presented by a business and tax attorney; and how to create a personalized business development plan. The MBA Plan was promoted through the Small Business Information Summit, Chandler Minority Small Business Workshop, Chandler Chamber of Commerce, Chandler Public Library and Chandler Economic Development. The curriculum was captured in a final document, model curriculum, to serve as a template for any other community desirous of replicating the project.

Project Outputs:

The MBA Plan was exposed to approximately 150 business operators and entrepreneurs who attended the Chandler Small Business Information Summit. Twenty of the attendees were selected to benefit from the development of a model curriculum. They participated in a series of 6 mentoring sessions. Six months following the Chandler Small Business Information Summit, the City of Chandler held a Minority Small Business Workshop, with attendance of approximately 150. The workshop was developed and promoted by the same local partnership established in LEED Phase I. That partnership was comprised of the Chandler Public Library, Chandler Economic Development and the Chandler Chamber of Commerce. The MBA Plan was explained and promoted at the minority workshop. The workshop coincided with the conclusion of the 6th MBA Plan mentoring session. The next group of 20 small business operators was accepted at the minority workshop, and the second series of MBA Plan sessions began in May, 2004, based on the model curriculum developed during the first series. The program is intended to re-cycle every 6 months with the Chandler Small Business Information Summit and Chandler Minority Business Workshop occurring at 6-month intervals.

Project Outcomes:**Other Results:**

LSTA funding was absolutely essential in the development of this model curriculum, as the body of work, coordination with presenters, relationship development with MBA Plan participants, and final documentation, were all accomplished with the assistance of a consultant project manager. The library did not have the resources to devote to the project and without the project manager the program could not have been accomplished. The model curriculum had been incorporated into library programming with the assistance of a volunteer coordinator. Using the model curriculum established during this project, the program is now maintained with a few hours each month.

Anecdotal Info:

Chandler Economic Development hosts an annual Minority Small Business Workshop. March 31, 2004, marked the fifth annual workshop. Until now, the library has never participated in this event. Not only was the library invited to participate in the planning process for the 2004 workshop, it was asked to conduct one of the breakout sessions. In addition, the other local LEED partner, the Chandler Chamber of Commerce co-sponsored the event. Historically, the economic development arm of the city hosted the event by itself. The 2004 Chandler Minority Small Business Workshop enjoyed greater attendance than at any time in the past and the library breakout session, entitled "How to use the library as your free business development partner" received outstanding comments. The library has already been asked to conduct a similar session at the 2005 workshop.

Exemplary Reason:**Project Code:** 2003-AZ-10553**Project Title:** **Project Number:**

Legal Resources for Tohono O'odham Nation 231-1-5-(19)

Library Name: **Project Director:**

Venito Garcia Library and Archives David Shaul

Phone Number: **Email:**

520-383-5756

Library Building:**LSTA Funds Expended:** **Cash Match:**

\$13,348 \$

In Kind Contributions: **Total Cost:**

\$ \$13,348

Number of Persons Served:

14

LSTA Purpose: **State Goal:**

Library technology, connectivity, and services Goal 2. Access to Information

IMLS Primary Performance Category: **IMLS Secondary Performance Category:**

Provide access to information, resources and ideas Strengthen communities

Primary Users: **Secondary Users:**

Adults

Primary Services: **Secondary Services:**

Information Access and Services, Virtual Library Services

Start Date: **End Date:**

10/17/2003 8/31/2004

Statewide? ☐ **Partnership?** ☐**Exemplary?** ☐ **OBE-Related?** ☐**Project Purpose:**

We got a subscription to Lexis-Nexis legal online resources for legal practitioners on the Tohono O'odham Nation (Prosecutor's Office; Advocate's Office; judges and staff; private lawyers). The expected outcome was that the legal community in Sells (the administrative center), who had little direct legal research resources, would come to the library to use same. The benefit would be up-to-date, current legal research, which would benefit the entire Tohono O'odham community.

Project Activities/Methods:

The contracts with Lexis-Nexis were made. Workshops were held for the Prosecutor's office and staff, and the Advocate's office and staff (public

defenders). After another two months, a second round of trainings were held. Lexis-Nexis staff did training sessions.

Project Outputs:

14 legal practitioners attended 2 workshops during the project period. Fewer than 50 searches were conducted in the first 11 months of the project period. The method of getting information is the monthly audit of use from Lexis-Nexis. We have subsequently learned that both the Advocate's office and the Prosecutor's office have both gotten their own full or partial subscriptions to Lexis-Nexis online legal.

Project Outcomes:

Other Results:

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10572
Project Title:	Project Number:
Libraries and Small Businesses	231-2-2-(02)
Library Name:	Project Director:
Navajo County Library District	Geneva Durkee
Phone Number:	Email:
928-524-4745	gdurkee@navajo.lib.az.us
Library Building:	
LSTA Funds Expended:	Cash Match:
\$16,490	\$
In Kind Contributions:	Total Cost:
\$14,800	\$31,290
Number of Persons Served:	
3,500	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 7. Strategic Partnerships
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Enhance a lifetime of learning opportunities
Primary Users:	Secondary Users:
Adults, Rural populations, Young adults and teens	
Primary Services:	Secondary Services:
Continuing Education for the Public, Economic Development, Information Access and Services	Small business services, Business information services
Start Date:	End Date:
10/17/2003	9/30/2004

Statewide? ☐**Partnership?** ☒**Exemplary?** ☐**OBE-Related?** ☐**Project Purpose:**

The purpose of this project was to address the severe lack of economic development on the Hopi Reservation and the lack of training in the processes of creating a business. Many talented artists and craftsmen in particular reside on the Hopi Reservation who have no sense of direction regarding marketing and promoting their products. The governmental process of the Hopi Tribe at times creates additional barriers to entrepreneurship and requires professional guidance to overcome these difficulties. Navajo County Library District sought to develop a partnership between the Hopi Public Library and the Hopi Tribal Planning Office to promote small business entrepreneurs on the reservation. The library would be a supporting partner, providing business resources and online access for online business research, while the Hopi Planning Office would organize training workshops and an online chamber of commerce directory. The expected outcome was a collaboration between the library and the business community, that several new businesses would be created and several entrepreneurs would complete business plans. An online chamber of commerce directory would be created. The Public Library would receive new computers for online research and an extensive business collection.

Project Activities/Methods:

Navajo County Library District and the Hopi Planning Department contracted with Northland Pioneer College's Small Business Development Center to hold two series of workshops to train attendees in the process of creating a new business. The first series of workshops (12) was organized in the spring semester with all-day workshops held weekly. Several presenters from Hopi tribal offices also gave presentations on various aspects of forming a business, completing the licensing process with the Hopi Tribe, and securing funding through the Hopi Credit Union. This first series of workshops had 26 participants. The Hopi Public library technician was given leave to attend and complete the series of workshops so she would be able to assist people in using the library business resources more effectively. The second series of workshops began in August 2004 with 12 participants and to date has three more sessions to complete. The Navajo County Library District director purchased a large quantity of business and career books, selecting material that would be practical and geared for the small business owner, (How to Start a Home-based Craft Business, for example) as well as information on such topics as e-commerce, exporting, customer service, resumés, budgeting and finances for small business, legal issues, philosophies of management and business practices, franchises, marketing, histories of well-known corporations such as Wal-Mart, Microsoft, and Coca Cola, statistics, business start-up procedures and many more. The Library District purchased three new computers, two printers, and two workstations for the library. Another major aspect of the project was the creation of an online business directory and chamber of commerce directory for the Hopi Tribe.

Project Outputs:

Eighteen workshop participants completed business plans. The twelve participants currently in the second workshop series will include some also who complete business plans. Two new businesses were created on the reservation, with several others several stages along in the process. Two entrepreneurs developed websites about their products/skills. 200 business books are cataloged and ready for use in the library business collection

Project Outcomes:

The outcome we were hoping for was that "the local economy will benefit from collaboration between the library and local businesses or industry" Unfortunately the actual partnership between the library and the business community hasn't had time to come to fruition yet. After the grant was received and implementation begun, the Hopi Public Library received notice that it would have to vacate its location on the Second Mesa Day School property probably sometime during the summer. This caused the county librarian much consternation, knowing how hard it would be to find a site and a building on the reservation. She was hesitant to purchase the materials and the computers prior to the move, which would only increase the workload on library staff and mean that the equipment would be aging in storage longer. The move did not take place until September, so the computers were purchased in September. While 200 business and career books were added to the library's collection, at least another 100 remain to be added as soon as the library successfully locates a new home. Regrettably, the business community has not had much opportunity to use the library for business research or resource materials as yet. Completion of the grant, however, means that the library is in an excellent position to be a valuable resource center for business development. A temporary site has been found to house the two computers and the business books only and therefore, online training and access will be available for in-house use soon. Exciting outcomes and changes, of course, are the new businesses already open and others soon to be, as a result of this grant, the online business directory, and a newly organized chamber of commerce.

Other Results:

LSTA funding was extremely important because it allowed Navajo County Library District to provide the impetus for significant progress in business development on the Hopi Reservation, progress that wasn't dependent on the Hopi Tribe, but that empowered individual entrepreneurs to succeed and receive the training they needed. An atmosphere of hope and possibilities of success has been awakened with many signs being manifested that the Reservation will see ongoing economic progress for these individuals. Success breeds success. One of the successes that should be highlighted is the new business, Sewukiwma's Arts & Crafts – started and owned by Timothy & Trinidad Mowa. Using the business plan they developed in the grant-sponsored class, they borrowed \$30,000 from the Hopi Credit Union, opened a new store on Highway 264 in Second Mesa, and have added an inventory of crafts from other vendors. They have had a good summer with increased sales from the new location. Another success is Buddy Dalton, an individual who developed a website for e-commerce sales of notes, calendars, posters, etc. He is doing small volumes of business, with potential for doubling sales over the next two years. At this point, he is contemplating an expansion loan for printing equipment.

Anecdotal Info:

For the Library District an outcome that resulted beyond what was expected is that not only has an online chamber of commerce directory been developed, but also the Hopi Chamber of Commerce has been organized and they will hold their first meeting on October 28, 2004. The Hopi Planning Department has been pleased to note that this grant was successful in terms of quality even though the quantities weren't quite reached by the time the grant period had ended. All are extremely pleased with the quality website www.hopibiz.com. Belma Navakuku also noted that this grant has helped several businesses formalize their enterprises by following the proper

procedures of getting licensed and registered as a business with the tribe. Others who were new to the whole process now find themselves ready for the next level - to get funds from the Hopi Credit Union.

Exemplary Reason:

Project Code:	2003-AZ-10500
Project Title:	Project Number:
Library and Archives OPAC	Mary Graham
Library Name:	Project Director:
Arizona State Museum	Mary Graham
Phone Number:	Email:
520-621-4695	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$42,793	\$
In Kind Contributions:	Total Cost:
\$67,533	\$110,326
Number of Persons Served:	
60,000	
LSTA Purpose:	State Goal:
Library technology, connectivity, and services	Goal 2. Access to Information
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Provide tools for the future
Primary Users:	Secondary Users:
Statewide public	
Primary Services:	Secondary Services:
Cultural Heritage Programs	
Start Date:	End Date:
10/1/2002	12/31/2003
Statewide? <input checked="" type="checkbox"/>	Partnership? <input type="checkbox"/>
Exemplary? <input type="checkbox"/>	OBE-Related? <input type="checkbox"/>
Project Purpose:	
<p>ASM was embarking on an ambitious plan that included the development of an "information suite" that would integrate access to the library, paper and photography archives, archaeological site files, Spanish colonial records on microfiche and eventually documentation, including images, of the museum's object collections. This vision included electronic access to the integrated research collections through a Web-based Online Public Access Catalog (OPAC) and physical access through an updated and renovated "reading room" with merged storage of the various collections. OPAC was a key component of the vision, and the central part of this project.</p>	

Project Activities/Methods:

ASML purchased, installed and implemented the Endeavor Information Systems, Inc., Voyage database and OPAC. An additional 20,000 bibliographic records were added in the BIBLIO database. The records represent unique archaeological grey literature, citations and sound recordings. LTI created authority records that were also added to the database. The library also purchased a barcode scanner and 30,000 barcode labels to more effectively use the circulation module and provide better inventory and security control. ASM publicly launched OPAC, named LARC (Library, Archives and Archaeological Records Collections), larc.asmua.Arizona.edu.

Project Outputs:

During the first month of operation, LARC received 29,235 successful hits, averaging about 975 hits per day. More than 1,000 user sessions were logged, which translated into about 36 user sessions per day.

Project Outcomes:**Other Results:****Anecdotal Info:****Exemplary Reason:**

Project Code: 2003-AZ-10505

Project Title: Life Options/Next Chapter Planning Phase
Project Number:

Library Name: Arizona State Library, Archives and Public Records
Project Director: Ken Evans

Phone Number: 602-542-4035
Email:

Library Building:

LSTA Funds Expended: \$74,606
Cash Match: \$

In Kind Contributions: \$
Total Cost: \$74,606

Number of Persons Served: 4,000

LSTA Purpose: Services for lifelong learning
State Goal: Goal 5. Community Focal Point
IMLS Primary Performance Category: Enhance a lifetime of learning opportunities
IMLS Secondary Performance Category: Strengthen communities

Primary Users: Seniors
Secondary Users:

Primary Services:
Secondary Services:

Continuing Education for the Public,
Information Access and Services

Start Date:

10/1/2003

End Date:

8/31/2004

Statewide? ☐

Partnership? ☒

Exemplary? ☐

OBE-Related? ☐

Project Purpose:

The Carnegie Center's Next Chapter planning phase targeted state workers and volunteers in or from the Capitol Mall area. The State of Arizona employs a diverse population, which mirrors the diversity of the State's population. This gave us the opportunity to work with a sample population that would accurately reflect the larger population we ultimately serve. We intend to not only develop our own Next Chapter Center, but also to serve as a resource for libraries throughout Maricopa County and a mentor for libraries statewide as they develop Next Chapter resources. During the planning phase we explored the value of designing a clearinghouse website, which will be available to libraries throughout Arizona and will allow organizations to find assistance or offer assistance to another location that may have similar issues/circumstances. The expected outcome was to be able to listen to our constituency in addition to the ability to communicate directly with other professionals serving the same population to learn best practices for successful program development.

Project Activities/Methods:

The planning phase was executed in part through a series of seven focus groups: • One State Library employee group • Three state employee groups • One Braille & Talking Book volunteer group • One Desert Botanical Garden volunteer group • One Habitat for Humanity residence development group The second part of the planning phase involved staff actually visiting one of the country's most successful programs and learning directly from this organization: • Ken Evans visited Pathways at Central Florida Community College in Ocala, Florida The final component of our planning project was conference attendance. These gave staff the opportunity to speak with professionals in all phases of program development similar to our own project: • Ken Evans and GladysAnn Wells attended a Civic Ventures Life Options Conference in Berkley, California • Ken Evans and Kristi Wisdom attended the North-Atlantic Lifelong Learning Conference in Virginia Beach, VA • Kristi Wisdom attended the Joint National Conference on Aging in San Francisco, CA • The Carnegie Center was able to participate in and attend the Governor's Conference on Aging in Mesa, AZ

Project Outputs:

• Successfully completed and secured funding for Life Options planning project from Virginia G. Piper Charitable Trust. Convened strategic Life Options partnerships with Museum Association of Arizona, Area Agency on Aging, Maricopa Community College's Center for Civic Participation, Arizona Saves and Phoenix College Gerontology program. • Established public Internet access, policies and guidelines. Approximately 75 users per week. • Developed school/library/museum partnership to enhance schools' research strategies class. This project was in the planning stage during this time period, so no audience figures were recorded.

Project Outcomes:

This is an ongoing project. The planning phase was merely a first step in a

much larger plan. There were seven groups convened and each session began by asking participants to fill out a short questionnaire; the questionnaire is attached. Despite the mix of ethnicity, age and socioeconomic status, there were several consistencies across each group. Overwhelmingly, most people planning to retire also plan to continue some form of employment. In addition, the majority of participants indicated their desire to volunteer in some capacity. The prevalent concern with volunteering was finding a position that was both satisfying and flexible. Based on the need for information related to both continued employment and volunteer opportunities, each group came to essentially the same conclusion. As Next Chapter projects start to develop, a priority should be placed on developing a place to start—a place where there is clear and reliable information available. There is so much information available today and so many different means to obtain it. Libraries emerged as the most comfortable learning space according to the majority of our participants. There was a great deal of discussion around things that are lacking. Many participants indicated they were so overwhelmed with potential problems that they had decided not to worry about anything; yet others were consumed with trying to figure it all out and frustrated with the fractured availability of information as well as the lack of consistency. Based on information learned throughout the planning phase, implementation planning took a broad as well as individualized focus. The Carnegie Center will use information learned during the planning phase to strive to impact individuals through direct programming as well as become a catalyst for social change by placing a priority on educating and informing society at both the community and legislative levels.

Other Results:**Anecdotal Info:****Exemplary Reason:**

Project Code: 2003-AZ-10534**Project Title:** **Project Number:**

Lifelong Learning 231-2-1-(03)

Library Name: **Project Director:**

Parker Public Library Jana Ponce

Phone Number: **Email:**

928-669-2622

Library Building:**LSTA Funds Expended:** **Cash Match:**

\$20,000 \$

In Kind Contributions: **Total Cost:**

\$7,164 \$27,164

Number of Persons Served:

7,000

LSTA Purpose: **State Goal:**

Services for lifelong learning Goal 3. Information Technology

IMLS Primary Performance Category: **IMLS Secondary Performance Category:**

Enhance a lifetime of learning opportunities

Primary Users:

Adults, Rural populations, Seniors

Primary Services:

Continuing Education for the Public, Software and Equipment, Technology Infrastructure

Start Date:

10/17/2003

Statewide? ☐

Exemplary? ☐

Project Purpose:

The Parker Public Library needed to address the needs of the senior community. The purpose of this grant was to obtain monies to put in a computer lab into the recently approved senior addition to the library. The new addition is titled the Lifelong Learning Center. The grant provided monies to purchase 6 computers with full Internet access and a special collection of materials that is designed for the senior community. This collection of materials will help them make lifelong decisions that will affect their future. The new computers will help teach them the necessary skills to function in today's technological savvy world.

Project Activities/Methods:

A committee was formed to select the technology and the materials that would be purchased. This committee represented several different agencies that currently serve the senior community. This project was a combination of several different grants and institutions coming together for one goal. The Library was awarded a \$127,000 construction grant from the Department of Housing and the Friends of the Library donated \$2,500 towards the completion of two-study rooms. After the room was completed the technology was purchased and installed. An open house to dedicate the Lifelong Learning Center was held on August 19, 2004. There were approximately 125 people in attendance, including but not limited to, Senator Cannell, Representative Aguirre, CRIT Tribal Council Member TJ Laffoon, Library Development Division Director Jane Kolbe and CDBG Specialist Sharon Tolman. This event was a huge success!! The library will begin computer-training classes in October. The classes will be aimed at the senior community. Library staff will teach the classes. The classes offered will be basic Internet Searching, E-mailing: How do you set-up an account, and Microsoft Word. This project has already made a huge impact on the community of Parker and it's surrounding area. The classes will be offered three times a week from October thru March. The classes will be a first come-first serve basis, with 12 students participating at one time. This project also enhanced the technology infrastructure at the Parker Public Library.

Project Outputs:

The library expects to offers computer workshops to approximately 864 senior patrons. The staff will be assisting all community members with the computers and enhancing their skills as part of their daily duties. Monthly displays and articles will be used to advertise the broad variety of materials now available for the senior community.

Provide tools for the future

Secondary Users:

Secondary Services:

Computer hardware and software

End Date:

7/31/2004

Partnership? ☒

OBE-Related? ☒

Project Outcomes:

The project outcomes were set-up in checklist format by the community committee. This list had addressed the concerns of the committee and compiled a list of subject areas that needed to be addressed by the materials that were purchased. Staff then used this list to complete the goals of the committee. The list also included needed hardware and software for the new Lifelong Learning Center. Senior patrons were also asked for suggestions and they were added to the list. The committee and patrons made an evaluation of the new facility, hardware, software and materials. Included in the evaluation by patrons was a survey addressing their feelings and expectations of the new Center. The patrons were overwhelmingly grateful for the new Center. They felt like they were in the big city. The patrons felt the new addition of materials will help them guide their retirement years in a more positive way. The computers have brought a sense of security to the senior patrons, by allowing them to learn how to search the Internet for medical, health, financial and special interests. They feel like they are belonging to today's world of technology, that they have a life preserver at the library and won't drown in today's society of computers. Pre and post surveys will be given before each computer class that will be held the winter.

Other Results:

LSTA funding is crucial to the survival of the small rural libraries and the communities they serve. The senior population is growing in our county by leaps and bounds. The small budget of the Parker Public Library can no way try to keep up with meeting the needs of this group. By utilizing grants from different agencies, a new Lifelong Learning Center has been established and can be used as a role model for other small rural communities throughout Arizona. By adding this service to the Parker Public Library, the library now has the ability to address health, safety, economic and general quality of life issues that faces the senior of today.

Anecdotal Info:**Exemplary Reason:**

Project Code:	2003-AZ-10568
Project Title:	Project Number:
Literacy Begins at Home	231-3-2-(03)
Library Name:	Project Director:
Flagstaff City-Coconino Public Public Library	AnnaDel Paxton
Phone Number:	Email:
928-779-7670	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$9,600	\$
In Kind Contributions:	Total Cost:
\$4,133	\$13,733
Number of Persons Served:	
785	
LSTA Purpose:	State Goal:

Services for lifelong learning

IMLS Primary Performance Category:

Provide access to information, resources and ideas

Primary Users:

Adults, Pre-school children, Rural populations

Primary Services:

Literacy Programs, Outreach Services

Start Date:

10/17/2003

Statewide? ☐

Exemplary? ☐

Project Purpose:

In collaboration with the Coconino County Health Department's Healthy Families program and the NACOG Early Head Start program, literacy development information and free books were distributed to low-income and at-risk families. When provided with the appropriate information and tools, parents are better equipped to succeed in the important role they play in their child's early literacy development. Children who experience effective literacy and language experience beginning at birth are more likely to improve their vocabulary development and gain understanding of print and literacy concepts that are necessary for later success with reading and writing. Distribution of free books helps these families provide a print rich environment at home, which is also instrumental in a child's early literacy development.

Project Activities/Methods:

Workshops (which included a family storytime, presentation of literacy development information and library services information, and the distribution of free books) were held for the Early Head Start program, the Teenage Parenting program, the Mom-to-Mom Support Group, and the Healthy Families program. The presentations for the Early Head Start, Mom-to-Mom Support Group, and Teenage Parenting were held on site. The Healthy Families presentations were held at the library. Healthy Families is a home-based program and in order to distribute information and books as widely as possible, printed information and free books were also distributed to those families not in attendance through their family service workers in both Flagstaff and Page. The same pre and post surveys were conducted with those families as well as those who attended the library program. Workshops will continue to be offered through this year for the Healthy Families program in Tuba City.

Project Outputs:

Over 100 families attended workshops and an additional 119 families had literacy information and books distributed in the home by Healthy Families family service workers, totaling approximately 785 individuals. A total of over 1,700 children's books of varying age and reading levels were distributed to families.

Project Outcomes:

Goal 6. Families and Children

IMLS Secondary Performance Category:

Strengthen families and children

Secondary Users:

Secondary Services:

End Date:

8/30/2004

Partnership? ☒

OBE-Related? ☒

Pre and post surveys were administered to determine attitudes, practices, and skills as they pertain to early literacy. 100% felt reading to their child was very important in relation to their readiness for school and continued school achievement. After attending and receiving literacy information from either the workshops or the family service workers, 75% increased the frequency of reading to their child and 88% either began or increased language experiences with their child including singing, talking, cooking, playing, reading signs, and writing letters and lists.

Other Results:

Although libraries historically provide free access to a variety of information and materials, not everyone in a community is aware of or avails himself/herself of those services. LSTA funding for this project allowed the library to distribute free books for the home and disseminate information about literacy development and library services to low-income and at-risk families that, as a whole, do not necessarily think of the library as the first place to go for these needs. In addition to now owning some of their own books, they also know about the free materials and services available to them at the library.

Anecdotal Info:

Pre surveys indicated that the majority of the participants did not use the public library as a source for obtaining books to read to their children. The library needs to continue to be diligent about informing the public of services offered. All participants who attended the workshop at the library who did not already have a library card, applied for a card following the workshop. More events that attract non-library user families need to continue to be provided.

Exemplary Reason:

Project Code:	2003-AZ-10541
Project Title:	Project Number:
New Technologies, Training	213-1-5-(14)
Library Name:	Project Director:
Page Public Library	Judy Hart
Phone Number:	Email:
928-645-4270	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$6,300	\$
In Kind Contributions:	Total Cost:
\$23,363	\$29,663
Number of Persons Served:	
23,106	
LSTA Purpose:	State Goal:
Library technology, connectivity, and services	Goal 3. Information Technology
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Enhance a lifetime of learning	Strengthen communities

opportunities

Primary Users:

Adults, Rural populations, Seniors

Secondary Users:**Primary Services:**

Continuing Education for the Public,
Software and Equipment, Training for
the Public

Secondary Services:**Start Date:**

10/17/2003

End Date:

7/31/2004

Statewide? ☐

Partnership? ☒

Exemplary? ☐

OBE-Related? ☒

Project Purpose:

With funding from this grant, the Page Public Library completed an upgrade of the library's outdated Operating System and Microsoft Office Software. Public access and staff computers, as well as the Computer Training Center were upgraded, making new technologies available to patrons, students, businesses, educational institutions and other organizations. Basic computer workshops offered through the Computer Training Center were expanded to include Basic Microsoft Windows XP and Microsoft Office 2003. The library partnered with Coconino Community College/Page Campus, to offer Community Enrichment Workshops and Courses, using now compatible software. Hands-on training opportunities provided a means for low to moderate income users, seniors, and those new to technology, to incorporate new skills into their daily lives. In addition, the software upgrades enhanced the community's technology infrastructure. Library materials relating to the software upgrades were purchased with remaining funds to promote continued learning through materials circulation. Expected outcome goals: o 100 people will attend free training workshops during grant cycle, of which 10% will enroll in advanced classes offered through the college. o Basic computer skills will increase for 90% of those attending the workshops. o CCC faculty and student, as well as library patron satisfaction levels will increase with expanded access to new technologies. o 20 people will attend free workshops taught by CCC. Two of those participants will enroll in semester courses offered at the college. o 10 community organizations will make use of new technologies offered through the training center. o Community support for the college/library partnership will increase.

Project Activities/Methods:

Software upgrades for the library's Computer Training Center was the highest priority, so that workshops could be offered using the new technology as quickly as possible. Over the course of the grant cycle, 23 free basic computer workshops were offered through the library's Computer Training Center. Workshops included instruction in Windows XP Operating System and an introduction to Microsoft Office 2003, as well as Basic Internet instruction. In addition, the Coconino Community College (CCC) offered a free Computer User Open House held at the LeChee Chapter House on the Navajo Reservation. Eight additional Community Enrichment Workshops relating to computers and new technologies were offered by the college, and included "You've Got Mail", troubleshooting techniques for home computer users, introductions to Microsoft Word, Excel, PowerPoint, Access, and Outlook, and "Discovering Databases". Community Enrichment Workshops were published in the CCC Spring 2004 Class Schedule, which is distributed throughout the

community and published in the local newspaper. Free workshops were also advertised on the weekly calendar of events in the Lake Powell Chronicle, through the local radio station's Community Bulletin Board and special interviews with the Library Director, and through the library's email publicity list. Flyers/posters were distributed advertising the workshops, as well as the new technologies featured on the public access computers and available to the general public. A schedule of workshops offered through the Computer Training Center, with an accompanying sign-up sheet was kept at the Circulation Desk.

Project Outputs:

Community Enrichment Workshops drew a total of 212 people to the 23 free Basic Computer Workshops offered through the library's Computer Training Center. An additional 50 students attended the 8 workshops offered by Coconino Community College through the collaborative effort. New materials purchased for the collection included outstanding beginning computer titles that cover Windows XP, all areas of Microsoft Office 2003, basic computer for seniors, basic Internet, all offering excellent visual references that support users new to the technologies. Twenty-five titles were purchased late in the grant cycle (May/June), yet circulation has already reached 156 for those titles. Use of the public access computers rises each year, and a total of 22,738 people benefited from upgrades in software packages. Students elementary through college, patrons service-wide, and visitors from around the world are included in the numbers having access to new technologies. Particularly important is the access provided to college students who were and are enrolled in computer courses at the college. Extended hours at the library allow these students to complete assignments with compatible software.

Project Outcomes:

Pre and Post Test criteria were used to determine new skills learned through free basic computer workshops. A video series produced by the Computer Literacy Project and tailored specifically for libraries teaching computer skills, included post-test skills worksheets covering each section covered in the workshops. Skills worksheets were also used as a pre-test in order to determine existing computer knowledge/skills. The video series was used in conjunction with a live instructor. 84% of participants significantly increased basic computer skills. Beginning skill levels for most students was minimal to none. A number of students repeated the basic computer classes several times, with skills retention increasing during each workshop. A class evaluation form was also distributed, and indicates 92% of participants were very satisfied with the workshops. A total of 8 students who attended free workshops through the library, verified that they did enroll in advanced computer workshops offered through the college. Class evaluation forms were also distributed at CCC workshops. Organizations that benefited from the new technology offered through the training center included the Page Homeschoolers Association, the City of Page, Coconino Community College, traveling "field" schools, and the Page Unified School District. Staff conducted two computer trainings specifically for Homeschool students; numerous Middle and High School classes visited the library and received library skills instruction utilizing the computer center to do research; Coconino Community College taught a spring semester transcription class through the training center. City staff utilized the training center to train on software upgrades, in particular Microsoft Office.

Other Results:

Our rural service area (largely Navajo) has high unemployment, low incomes

and the farthest path to computer access. One of the few facilities open to the general public in a 100 mile radius offering free access to public computers for our residents, the project has provided a mechanism for those who might otherwise be bypassed to gain access to the newest technology, and the essential related training that will enhance basic life and job skills. The library has experienced significant budget cuts and funds for technology related equipment replacement and technology upgrades has been nonexistent.

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10546
Project Title:	Project Number:
On Site Technology Training	231-1-5-(03)
Library Name:	Project Director:
Benson Public Library	Peggy Scott
Phone Number:	Email:
520-586-9535	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$5,982	\$
In Kind Contributions:	Total Cost:
\$8,760	\$14,742
Number of Persons Served:	
450	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 5. Community Focal Point
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Enhance a lifetime of learning opportunities	Provide access to information, resources and ideas
Primary Users:	Secondary Users:
Adults, Rural populations, Seniors	
Primary Services:	Secondary Services:
Continuing Education for the Public, Information Access and Services, Training for the Public	
Start Date:	End Date:
1/27/2004	8/31/2004
Statewide? <input type="checkbox"/>	Partnership? <input type="checkbox"/>
Exemplary? <input type="checkbox"/>	OBE-Related? <input type="checkbox"/>
Project Purpose:	
The purpose of this project was to provide computer skills through lifelong learning to the adult population of our area. By doing so, they would be able to communicate with family and friends through e-mail, search the Internet	

for information and entertainment, and learn to use word processing. At the same time, we wanted to offer skills in maintaining safety for their computers through discussions on spam, anti-virus and firewalls. We showed them how to set up a pleasant computer environment, save photos from their e-mail and use other programs for various projects. They were encouraged to bring questions to the classes for discussion.

Project Activities/Methods:

When presenting the computer basics class and the Word class, folders were distributed and each week additional handouts would be given that correlated to the class. By the end of the class, they had sufficient reference materials to use on their own computers. Each set of classes were repeated every third month. Certificates were awarded for participants. In the Internet/E-mail classes, handouts were provided that guided them to useful websites, discussions on spam, viruses, and a wide variety of subjects of interest. We showed them how to capture digital images from the Internet and save in folders that they generated. They were encouraged to then save to a floppy disk to take home. The workshops were promoted through our local newspaper with a schedule of upcoming classes, posters within the library, but mainly through word of mouth. Those with a great interest in the classes usually brought others with them.

Project Outputs:

There were 98 individuals who attended the 26 classes provided, for a total attendance of 434; an average of 17 per class. Since our computer lab has 11 computers, using the buddy system was encouraged where those with more knowledge would help those who were new or felt they needed help.

Project Outcomes:**Other Results:**

The impact that this program had on our adults, particularly the older, is that it gives real meaning to lifelong learning. Some who were coaxed into coming to the classes left not only with new skills they could boast to their children and grandchildren about, but with a new interest, one that could really grow. The interests that they already had such as crafts, cooking, woodworking, antique autos, etc., were enhanced by the information now available to them through the Internet.

Anecdotal Info:

During the class on People Search, one man found that he'd been left money in the will of a distant relative, and another found a daughter from whom she had been estranged who now had a PhD and her own website. Participants were able to make airline, cruise and Amtrak reservations as an exercise in how to do it online. They were given instructions on how to find routes to doctors' offices or businesses in Tucson and Phoenix, as well as the maps and driving instructions to get there. The involvement of the students in putting into action what was part of the lesson gave them the confidence to pursue other things. As the old adage says "Nothing succeeds like success."

Exemplary Reason:**Project Code:**

2003-AZ-10512

Project Title:

One Book AZ

Project Number:**Library Name:****Project Director:**

Arizona State Library, Archives and
Public Records

Mala Muralidharan

Phone Number:

602-542-4035 5

Email:

Library Building:

LSTA Funds Expended:

\$36,996

Cash Match:

\$

In Kind Contributions:

\$35,346

Total Cost:

\$72,342

Number of Persons Served:

7,500

LSTA Purpose:

Services for lifelong learning

State Goal:

Goal 6. Families and Children

**IMLS Primary Performance
Category:**

Strengthen communities

**IMLS Secondary Performance
Category:**

Enhance a lifetime of learning
opportunities

Primary Users:

Adults, Children, Statewide public

Secondary Users:

Primary Services:

Continuing Education for the Public,
Education-Related Services for
Children and Teens, Outreach Services

Secondary Services:

Start Date:

10/1/2003

End Date:

8/30/2004

Statewide? ☒

Partnership? ☒

Exemplary? ☐

OBE-Related? ☐

Project Purpose:

The goals 1. Celebrate reading (measure by numbers that participate) 2. Nurture partnerships (measure by the kinds of partnerships the programs brings together) 3. Promote Book Discussions (measure by the number of events) 4. Foster a sense of Community through participants discussing "themes" and Issues relating to a specific book The Outcomes 1. To get people to read a well reviewed book 2. To get people to discuss issues/themes in the book with a view to raising awareness. 3. To raise awareness about libraries so people use them 4. To use this program as an opportunity to leverage, develop and nurture partnerships that Libraries might otherwise not have had

Project Activities/Methods:

1. Kick Off at the Book Festival Nancy Farmer Talk Phoenix Theater Academy prog Az Readers Theater Reading Celebrity Book Discuss 2. Yann Martel Visit Tucson Phoenix Carnegie Phoenix ASU Creative Writing Students Phoenix Virginia Piper Lunch discussion Prescott 3. Book Discussions at High Schools, "Life of Pi," . Middle and Elementary Schools, "The Warm Place" Universities "Life of Pi", UA and ASU Community College Private Book Clubs and individuals Events in Libraries 4. Phoenix Theater performance 5. Toys 'R'Us event 6. Grand Finale Zoo event Phoenix and Prescott 7. Media Az Republic article one

every week 4 weeks KAET Books & Co Sonoran Living KJZZ / NPR Morning Edition Others (convocation etc.)

Project Outputs:

Kick off There were 4 events and 315 people participated. Author events: There were five Author events, 1000 participated. Book Discussions took place in : 17 Schools did Life of Pi - 1020 participants ; 25 Middle and Elementary schools read The Warm Place - 1500 participants; 2 Universities - 1600 participants; Maricopa Community Colleges had 20 events - 1500 participants; 81 Private Book Clubs - 2700 participants; 112 events in libraries - 5000 participants The Phoenix Theater Academy had 15 events - 900 attendees; Toys"R"Us has events in 17 locations - 2000 attendees Grand Finale at the Zoo - 10,000 attendees Media viewers of the discussion Book & Co: 23,425 viewers Sonoran living: 26,634 viewers Partnerships and Collaborations : 25 Institutions

Project Outcomes:

Other Results:

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10573
Project Title:	Project Number:
One River, One Community	231-2-2-(03)
Library Name:	Project Director:
Page Public Library	Judy Hart
Phone Number:	Email:
928-645-4270	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$3,500	\$
In Kind Contributions:	Total Cost:
\$24,464	\$27,964
Number of Persons Served:	
6,500	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 5. Community Focal Point
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Strengthen communities	Sustain our cultural heritage
Primary Users:	Secondary Users:
Adults, Children, Rural populations	
Primary Services:	Secondary Services:
Cultural Heritage Programs, Economic Development	Local history, Job and career services
Start Date:	End Date:

10/17/2003

7/7/2004

Statewide? ☐**Partnership?** ☒**Exemplary?** ☒**OBE-Related?** ☒**Project Purpose:**

With funding from this grant, the Page Public Library, in partnership with the John Wesley Powell Museum sponsored a series of events promoting the river-running and tourism based Page-Lake Powell Community to mark the 135th anniversary of John Wesley Powell's 1869 exploratory expedition down the Colorado River. The project was designed to interpret the commercial and scientific history of the river runners of the Colorado River, as well as work closely with local businesses and organizations to encourage economic stability and growth. The project kicked off in February 2004 and ran through early July. Activities included a Resume Writing Workshop, a Job Fair, a Poster/Essay Contest, a business Scavenger Hunt, and a Spring/Summer Lecture Series. The project culminated with John Wesley Powell Day on June 26th, a community-wide event held in the City Park. Expected outcome goals:

- o Promote community partnerships to encourage economic development by establishing at least 5 additional enduring partnerships with local businesses and organizations.
- o Bring additional tourist and local attention to the importance of the Colorado River and the community.
- o Conduct John Wesley Powell Day Celebration with at least 400 individuals and 10 local businesses and organizations participating in the events.
- o Attract at least 20 participants to Resume-writing Workshop, and attract at least 50 potential applicants to the Job Fair
- o Businesses will hire at least 5 employees for the 2004 season
- o Sponsor a lecture series, with each event drawing at least 20 audience members.
- o Educate the public of the importance of the museum's and library's role in supporting community involvement, growth, and visitor/tourist attraction.

Project Activities/Methods:

A special committee was formed to plan and implement all activities relating to the grant and in addition to the JWP Museum and Page Public Library, a number of local organizations and individuals joined the committee. Heavy promotion and advertising of all events was a priority. Publicity included newspaper and radio ads, as well as development of flyers and posters distributed throughout the community.

- o The project kicked off with a Resume Workshop at the Page Public Library on February 17th.
- o On March 6th, the One River, One Community Job Fair was held at the Coconino Community College.
- o Throughout April, May, June and July a Lecture Series provided educational programs and events. A total of nine programs were offered and held at the City Townhouse, a community building.
- o All local schools were invited to participate in a Poster and Essay contest, which was held in April. Students were limited to topics relating to the project's theme.
- o In May the project sponsored a JWP Day Scavenger Hunt, an informational game involving 26 participating businesses in Page. Participants were given "passports" which they took to these businesses to locate a particular item and get their passport "stamped" to compete for prizes.
- o The project's premier event, John Wesley Powell Day, was held on June 26th in the City Park. Activities included food, craft and informational booths, a JWP Look-alike Contest, a Dry-Land Boat Race, a Dutch Oven Cooking Contest, Balloon Shaving, and displays of entries for the Poster Contest.

Project Outputs:

Attendance and/or participation records were tracked for all programs and

events. o A total of 15 people attended the Resume Workshop which was designed to target potential employees to businesses connected with the river and lake, and tourism in general. Page High School students earned extra credit for attending and completing their resumes. Resume and interviewing skills materials available through the library were displayed. o The Job Fair attracted over 150 individuals seeking employment. Eleven businesses/organizations sponsored booths at the fair, distributing employment applications and performing informal interviews. Resume reviewers were on hand to critique resumes and offer advice. Coconino Community College, who provided the space at no cost, and Soroptimist International Club members were partners, offering volunteer assistance to set up and direct traffic. Another Way, a non-profit organization had a Navajo Taco fundraiser during the event. o The Poster Contest, "John Wesley Powell and the History of River Running on the Colorado River" was open to students elementary through middle school, and the Essay Contest was open to students in 9th-12th grades. Contest criteria were distributed and explained by JWP Committee members. Over 130 entries were received for the Poster Contest. No entries were received for the Essay Contest. o Passports for the JWP Days Scavenger Hunt were available at the Library, Museum and Chamber of Commerce (co-sponsor), and some 50 passports were distributed. o A total of 328 people attended the 9 programs offered through the One River, One Community Lecture Series, which included slide presentations, living history performances and a theatre production. o Around 350-400 people took part in activities at the JWP Day Celebration held in the City Park.

Project Outcomes:

o Evaluation forms were developed and distributed for the Resume Workshop, the Job Fair and the Lecture Series and provided excellent feedback on satisfaction levels and value to the audience, as well as to businesses (Job Fair). o The majority of participants who attended the Resume Workshop were high school students who were putting together their first resume. They commented on the value of having computers available during the workshop, allowing them to work on their resume while receiving feedback from the instructors. Instructors also invited students for a follow-up visit after completing their resumes. o Surveys distributed to businesses who participated in the Job Fair revealed a high level of satisfaction, with all responding they would like to see this become an annual activity. Number of contacts each business made varied from 30 to over 50. Businesses/organizations accepted resumes and distributed applications. Follow-up with businesses revealed that outcome goal of 5 people hired for the 2004 season was exceeded. o Evaluation forms distributed following each program of the Lecture Series provided invaluable feedback; what was the most effective means of advertising the programs, quality of programs; comments on the Townhouse venue. Programs were all highly rated, with many expressing the educational value these activities provided. The Library supplemented this series by providing a bibliography of available materials pertaining to the project, as well as creating a special display in the Native American/Arizona Special Collection. o The Museum and Library exceeded outcome goal to establish 5 enduring partnerships with local businesses and organizations. A total of 12 new partners are actively involved in planning next years JWP Days, the Lecture Series and Job Fair.

Other Results:

Ever diminishing budgets have made it difficult for organizations such as the JWP Museum and the Page Public Library to keep up with existing programs and services, and virtually impossible to introduce new activities to their

communities. Funding provided through the grant made it possible for a group of businesses, non-profit organizations and individuals to plan and carry out a series of activities involving the entire community and beyond. Two new community-wide events, a Job Fair and John Wesley Powell Day were introduced, and due to their popularity, will become an annual tradition. Quality educational opportunities, offered through the Poster/Essay Contest and the Lecture Series benefited all ages.

Anecdotal Info:

A number of parents brought their Junior/Senior High School aged children to the Job Fair, which provided an introduction to their first job-hunting experience, including informal interviews and completing an application. At least 5 people were at the Resume Workshop, attended the Job Fair, with resume in hand. One mother commented on what a great opportunity it was for her son to see what seasonal jobs were available, and to have contact with several businesses at one time. Numerous positive comments were made about having resume reviewers on hand at the Job Fair, with computers available to make any necessary changes. Comments received from the Lecture Series Evaluation Forms reveal the overall success of this portion of the project. Such comments as "Sad to see that his oral history is in the hands of so few"; "loved the old footage of river running", "spirited reliving of early history and recapturing memories of personal experiences on the river"; "educational, entertaining and enlightening, a vicarious enjoyment of hikes I will never take"; "unusual background for a writer, added depth to his presentation"; "wonderful, she makes you feel like you are back in 1856"; A final comment on the most well attended program, the theatre production: "Wow! This presentation was unique, well presented, hilarious. The most fun people have had in a long while. At the same time, authentic portrayal most could identify with". "If I knew it was going to be this fun, I would have put together an entry. I'll be there next year!" – Spectator, after watching the Dry Land Boat Race.

Exemplary Reason:

A resounding success, the One River, One Community Project proved what a winning partnership and collaborative effort can bring to a community, both through cultural and educational events, as well as economic growth and development activities. Local businesses and organizations were given a venue to promote themselves through the unique Scavenger Hunt. JWP Day provided vendors and organizations of all types additional opportunities to promote themselves and stimulate sales. Non-profit groups, such as the Senior Center, who hosted the Pancake Breakfast for JWP Day, and Another Way, who hosted a Navajo Taco sale at the Job Fair, benefited through these fund-raisers. Community members are still talking about the outstanding Lecture Series, which brought in a diverse group of people to do lectures, slide shows, readings from their books, photography, living histories and theatre. "There's This River" theatre production was the highlight of the series, and there have been numerous requests to repeat the production. A JWP Committee, which has grown to include multiple partners, has already met twice to plan next year's events. JWP Day will become JWP Days at the suggestion of committee members, turning it into a three day event. Day one, a symposium including lectures and a book fair; Day two, special ½ day river trips, with interpreters sharing the history of the river and river runners; Day three, John Wesley Powell Day, with expanded activities in the Park. This three-day event will stimulate economic growth by encouraging more participation by the community as well as visitors to the area. Soroptimist International and the Chamber of Commerce were so impressed with the success of the Job Fair,

that they have already signed on to become partners in this activity. Coconino Community College, who provided their campus, is another willing partner. There has never been a community wide Job Fair, and both the businesses who participated and those seeking employment found this an excellent opportunity to make as many contacts as possible.

Project Code:	2003-AZ-10544
Project Title:	Project Number:
Online Book Clubs and Newsletters	231-1-5-(11)
Library Name:	Project Director:
Navajo County Library District	Geneva Durkee
Phone Number:	Email:
928-524-4745	gdurkee@navajo.lib.az.us
Library Building:	
LSTA Funds Expended:	Cash Match:
\$4,800	\$12,046
In Kind Contributions:	Total Cost:
\$12,300	\$29,146
Number of Persons Served:	
410	
LSTA Purpose:	State Goal:
Library technology, connectivity, and services	Goal 3. Information Technology
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Enhance a lifetime of learning opportunities
Primary Users:	Secondary Users:
Adults, Rural populations, Young adults and teens	
Primary Services:	Secondary Services:
Continuing Education for the Public, Information Access and Services	
Start Date:	End Date:
10/17/2003	8/2/2004
Statewide? <input type="checkbox"/>	Partnership? <input type="checkbox"/>
Exemplary? <input type="checkbox"/>	OBE-Related? <input checked="" type="checkbox"/>
Project Purpose:	
Navajo County Library District contracted with the Chapter-a-Day/Dearreader.com Company, making available to our patrons and any county resident the company's eleven online book clubs through daily e-mails to those who sign up. The purpose was to encourage reading, to introduce the public to new authors and give them an outlet for book discussions because most of our communities do not have book discussion groups.	

Project Activities/Methods:

This LSTA grant was relatively straightforward to implement because the Chapter-a-Day Company handled most of the set-up from information I provided for them. Their website also contains tools for marketing and promoting the online book clubs. We agreed to begin allowing access to the online book clubs January 1, 2004, which gave us enough time to set up a link from the library district's webpage, produce flyers and bookmarks, and get articles in the local papers. Besides the link on the website I also advertised in the "announcements" section of our library catalog. These were the methods of promotion. Periodically I would send out new bookmarks, which were produced on the library district's photocopier and sent out via the courier system. We hope to try additional techniques as well, and not everything has been accomplished with the project that we intended to, but will keep working on the marketing aspect to more community members. Library staff was encouraged to sign up for at least one book club so they would be familiar with the process and several did sign up. The Library District scrutinized the lists of forthcoming books that the company would be offering and purchased the ones that seemed most fitting for our collections. At least 250 new books were added to the collection. I was rather surprised that the books were quite new and for the most part we did not have them in our collections. When initially discussing with the vendor the type of books offered, I was told they were older bestsellers that we would already have in our collection. That did not prove true at all. It appears the company chose authors that did not quite make the bestseller lists but had a good quality title, as most of them were given five star reviews in Amazon. But my book budget consequently had to be "reorganized" somewhat.

Project Outputs:

Here are the membership numbers. We have a total of 410 individual members. Club members accessed the book clubs 8,200 times during the month of July. These statistics are garnered electronically from the company. Nonfiction Club - 92 Audio Club - 6 Business Club - 6 Fiction Club - 97 Good News Club - 7 Horror Club - 9 Mystery Club - 83 Pre-Pub Club - 53 Romance Club - 12 Science Fiction Club - 15 Teen Club - 30

Project Outcomes:

The Library District sent out a survey at the end of the grant project. In spite of the publicity we undertook, many respondents said they had not heard about the service. Many also responded that they preferred to read a book in hand rather than from an e-mail. It was difficult to get many people to fill out the survey, but also for those who hadn't heard of them, information was given on the survey and a few commented that they would investigate. However, besides the survey, one patron took the time to give us feedback through our online "contact us", letting us know that she was "enjoying the online book clubs. A few people e-mailed the company, which they forwarded to us, also very positive about the service. One lady said it gave her some time for herself in an otherwise very busy schedule. Some of the library staff indicated they signed up to get some suggestions for book selection and familiarity to new authors.

Other Results:

LSTA funding gave us the flexibility to offer a service that goes beyond "basic library service", in an economically depressed area where "basic" is all that members of the public can expect. We recognize that this project would not appeal to everyone, but that it would be another way of encouraging reading, especially for those who are very taken up with technology and the popularity

of e-mailing.

Anecdotal Info:

Exemplary Reason:

Project Code: 2003-AZ-10518

Project Title: **Project Number:**

Organizational Memberships

Library Name: **Project Director:**

Arizona State Library, Archives and
Public Records

Jane Kolbe

Phone Number: **Email:**

602-542-4035

Library Building:

LSTA Funds Expended: **Cash Match:**

\$17,335 \$

In Kind Contributions: **Total Cost:**

\$ \$17,335

Number of Persons Served:

25

LSTA Purpose: **State Goal:**

Services for lifelong learning Goal 1. Public Satisfaction

IMLS Primary Performance Category: **IMLS Secondary Performance Category:**

Provide access to information, resources and ideas Provide tools for the future

Primary Users: **Secondary Users:**

Library staff and volunteers

Primary Services: **Secondary Services:**

Staff Development Education and Training

Start Date: **End Date:**

10/1/2002 9/30/2003

Statewide? ☐ **Partnership?** ☐

Exemplary? ☐ **OBE-Related?** ☐

Project Purpose:

The State Library worked to provide current information on the best library practices and to share that information with libraries and other organizations throughout Arizona and across the county.

Project Activities/Methods:

The State Library actively participated in COSLA, MCLC, Western Council and CNI. These are organizational memberships for the Arizona State Library, and not individual memberships for individual staff members.

Project Outputs:

Arizona libraries benefited by increased communication about best practices and other library issues.

Project Outcomes:**Other Results:****Anecdotal Info:****Exemplary Reason:**

Project Code:	2003-AZ-10545
Project Title:	Project Number:
Partners in Progress	231-1-5-(08)
Library Name:	Project Director:
Florence Community Library	Patty Freeman
Phone Number:	Email:
520-868-9471	florencelibrary@hotmail.com
Library Building:	
LSTA Funds Expended:	Cash Match:
\$23,217	\$846
In Kind Contributions:	Total Cost:
\$145,075	\$169,138
Number of Persons Served:	
7,275	
LSTA Purpose:	State Goal:
Library technology, connectivity, and services	Goal 3. Information Technology
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Provide tools for the future
Primary Users:	Secondary Users:
Library staff and volunteers, Rural populations, Young adults and teens	
Primary Services:	Secondary Services:
Education-Related Services for Children and Teens, Information Access and Services, Technology Infrastructure	
Start Date:	End Date:
10/17/2003	9/30/2004
Statewide? <input checked="" type="checkbox"/>	Partnership? <input checked="" type="checkbox"/>
Exemplary? <input checked="" type="checkbox"/>	OBE-Related? <input checked="" type="checkbox"/>
Project Purpose:	

The Town of Florence, Florence School District and Central Arizona College formed a partnership in which the Florence Community Library became a part of Central Arizona College's Library system. CAC students now have access to all materials owned by the Florence Community Library and in exchange, Florence students/patrons have access to all of CAC's holdings, including their video and federal depository collections. In addition, CAC's reference databases (Medline, ERIC, SIRS, and Infotrak) are accessible through all computers located on the Florence High School campus, including those at the Library. Training in the use of these databases has been provided to all High School students, faculty and library staff.

Project Activities/Methods:

An IGA was developed and presented to each of the parties' governing board for approval. Numerous meetings were held with representatives of each party in attendance; however, when it came time to connect to CAC, there was a misunderstanding as to how the Library would connect to the Horizon database at CAC. After a trial period it was decided that we would use the Internet to connect, with Pinal County being our ISP, rather than becoming part of CAC's network. This may change if the system becomes too slow. CAC & FCL staff decided that we would import all records without having to pay Dynix to do it for us—big mistake! It took us many tries and we finally ended up attaching items manually! Training on the new reference databases that are now available was held for library staff, high school faculty and students. Although staff has received cataloging and circulation training on the new Horizon system we are not yet using the Horizon system exclusively, because not all of our item records have been entered. Our goal for eliminating the III system (our current automated circulation system) and using Horizon is currently set for January.

Project Outputs:

21 training sessions on the new reference databases were held with 384 High School Students attending. 26 teachers and 2 administrators also received this training! All bibliographic records from the Florence Community Library (approximately 25,480) were imported into CAC's Horizon database with 5,921 items being attached as of this date (Florence and CAC staff are working diligently to complete this process). Approximately 80 percent of our patron records have been added as well.

Project Outcomes:

Increased awareness of technological resources available at the Library by students, faculty, public and community leaders as shown by the increased usage. Improvement in technology research skills by students -- gathered through pre and post tests given in training. Improvement in technology infrastructure shown by increased speed of connection due to change in location and installation of new telecommunication lines.

Other Results:

The funding we have received from this grant enabled us to provide our students, faculty and public with access to a variety of new materials, ranging from video's and government documents, to reference databases such as Eric, Medline, SIRS and Infotrak. These databases will be used by students to make them more successful in their coursework. We were also able to improve our circulation system and ipac from a text based system to graphical user interface system.

Anecdotal Info:**Exemplary Reason:**

The Department of Education was very interested in this project, as it was a shared-use (High School/Public Library) and Community College Library joining forces to provide students with access to additional materials and reference databases in order to make them more successful in their coursework. Faculty members also gained access to materials that will enhance their curriculum.

Project Code:	2003-AZ-10520
Project Title:	Project Number:
Planning for Results	
Library Name:	Project Director:
Arizona State Library, Archives and Public Records	Mala Muralidharan
Phone Number:	Email:
602-542-4035	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$149,524	\$
In Kind Contributions:	Total Cost:
\$	\$149,524
Number of Persons Served:	
354	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 5. Community Focal Point
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Strengthen communities	Provide tools for the future
Primary Users:	Secondary Users:
Library staff and volunteers	
Primary Services:	Secondary Services:
Library Development	
Start Date:	End Date:
8/1/2003	9/30/2004
Statewide? <input checked="" type="checkbox"/>	Partnership? <input checked="" type="checkbox"/>
Exemplary? <input type="checkbox"/>	OBE-Related? <input type="checkbox"/>
Project Purpose:	
<p>This was the second year of the project and we had two aims 1. To have the trained facilitators assist libraries in a planning process that involved their local community. 2. To help the libraries that had come up with a plan in the previous cycle, by giving them the tools to implement the plan. Benefits With the new PFR process we have 34 libraries planned using a streamlined, simplified but effective process, approved and promoted by the Public Library Association. Having training facilitators from among the rural librarians in the state facilitate meant that 1. more libraries are being planned simultaneously.</p>	

2. facilitators have the tools and skills to help them manage their own library better; the project has also helped build their confidence and helped them grow. 3. the community is in the planning process 4. library directors have gained tried and tested tools to help implement the plan

Project Activities/Methods:

Year 1 (Background) The process began with the planning for results training for facilitators Aug 2002. with the training of 20 facilitators to assist libraries with strategic planning using the new Planning for Results process. They assisted 20 libraries to come up with a plan. A reunion was held to assess the impact and benefits. Year 2 1. At the reunion, library directors were trained in gathering management information. Each library given \$2000 implementation grant. A list of the 10 libraries receiving awards is in the "anecdotal info." field. 2. One orientation session was done for library directors for the next cycle. 3. Libraries were matched with facilitators. Fourteen additional libraries, plus two that carried forward from last year, completed the process. 4. Facilitators assisted with the planning by meeting with the director, planning a strategy, providing staff orientation, facilitating meetings with planning committee, helping develop a vision, doing a SWOT analysis, assisting in picking and prioritizing services, drafting goals and objectives that address the vision and services selected, reviewing the final draft of plan, and submitting a copy to the AZ State Library. 5. A survey was done to ascertain areas of implementation that proved the most challenging. 6. Reunion of the library directors and facilitators at the end of the project was held to assess the impact and benefits and showcase the results to potential participants . 7. Library directors were trained on Staffing and Facilities Management -- the two areas (as per survey) that Directors most needed help with. 8. Three more facilitators were trained in the PFR process.

Project Outputs:

- Three more facilitators were trained. We have 19 trained facilitators now. • 16 libraries were planned during the project period. • 18 went through the implementation phase. The Project helped • network the libraries that are participating so that they might learning from each other • build confidence in librarians so that they can deliver a program / product • allowed librarians to realize that if they have a problem, they are not alone, someone already has it or has overcome it. Peer facilitation is also non-threatening. • prioritize services and resources and weed inessentials. • expand the libraries' visibility and established them as community resources • get a buy-in from stakeholders. • train Library Directors, giving them management tools to implement the plan.

Project Outcomes:

Other Results:

1. Increased Press Coverage reported in Pima, Nogales, Parker, Bullhead City, Greenlee County. 2. Partnerships/programming with other organizations like Head Start, Schools, Community College, Health Dept. and Museums reported in Avondale, Pima, Copper Queen, Greenlee County , Parker, CRIT 3. Received funding to renovated Library Interior/ Exterior Avondale, Parker. Nogales, Buckeye, 4. Budget increase/ Grants received a. CopperQueen \$30,000 from Communities Foundation, b. Pima \$3000, c. Buckeye Tech Budget doubled +10,000 for Books, d. Nogales donation for Books e. Sedona \$180,000 from city f. Florence, Parker raised grants g. Douglas \$100,000 grants

Anecdotal Info:

The libraries receiving implementation grants were: Buckeye Public Library,

310 N. 6th St., Buckeye, 85326. Nogales Public Library, 518 N. Grand Ave., Nogales, 85621. Holbrook Public Library, 451 N. 1st Ave., Holbrook, 86025. Elsie Hogan Community Library, 207 W. Maley, Willcox, 85643. Friends of Prescott Valley Public Library, 7501 E. Civic Circle, Prescott Valley, 86314. Flagstaff Public Library, 300 W. Aspen, Flagstaff, 86001 Apache Junction Public Library, 1177 N. Idaho Road, Apache Junction, 85219. Camp Verde Community Library, 130 Black Bridge Loop Road, Camp Verde, 86322. Florence Community Library, 1000 S. Willow, Florence, 85232. Hayden Public Library, 520 Velasco Ave., Hayden, AZ 85235.

Exemplary Reason:

Project Code:	2003-AZ-10507
Project Title:	Project Number:
Professional Loan Collection	
Library Name:	Project Director:
Arizona State Library, Archives and Public Records	Janet Fisher
Phone Number:	Email:
602-542-4035	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$2,529	\$
In Kind Contributions:	Total Cost:
\$	\$2,529
Number of Persons Served:	
100	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 8. Recruiting and Retaining Qualified Staff
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Enhance a lifetime of learning opportunities
Primary Users:	Secondary Users:
Library staff and volunteers	
Primary Services:	Secondary Services:
Information Access and Services, Library Development, Staff Development Education and Training	
Start Date:	End Date:
10/1/2003	9/30/2004
Statewide? <input checked="" type="checkbox"/>	Partnership? <input type="checkbox"/>
Exemplary? <input type="checkbox"/>	OBE-Related? <input type="checkbox"/>
Project Purpose:	

The State Library developed a collection of materials that represent the fields of study this agency encompassed – librarianship, archives, records management, and museology. This collection of materials is available for loan to professionals in these areas of study throughout the state by contacting the State Library and Archives, and the collection is available to others through Interlibrary Loan. Our professionals select books that are used by them in the performance of their jobs, and are guides in their field. Our goal was to have the materials borrowed and used to improve the facilities and services at cultural institutions around our state.

Project Activities/Methods:

Each division submitted orders for purchase of professional publications. These publications are duplicates of professional materials used within this agency to support the work of the various divisions. When our staff travels around the state, they recommend these publications for use by local professionals and the library sends them out. If items are lost or retained for long term reference, this grant money replaces that item within the collection.

Project Outputs:

Professionals have increased access to notable and up-to-date professional information.

Project Outcomes:

Other Results:

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10543
Project Title:	Project Number:
Promoting Public Online Access	231-1-5-(12)
Library Name:	Project Director:
Navajo County Library District	Geneva Durkee
Phone Number:	Email:
928-524-4745	gdurkee@navajo.lib.az.us
Library Building:	
LSTA Funds Expended:	Cash Match:
\$18,243	\$450
In Kind Contributions:	Total Cost:
\$5,200	\$23,893
Number of Persons Served:	
150	
LSTA Purpose:	State Goal:
Library technology, connectivity, and services	Goal 3. Information Technology
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Provide tools for the future

Primary Users:

Adults, Rural populations

Secondary Users:**Primary Services:**

Information Access and Services,
Technology Infrastructure, Training for
the Public

Secondary Services:**Start Date:**

10/17/2003

End Date:

8/2/2004

Statewide? ☐

Partnership? ☐

Exemplary? ☐

OBE-Related? ☒

Project Purpose:

The purpose of this LSTA grant was to enhance the computer and online technology infrastructure in the three White Mountain Apache libraries, which had begun to fall drastically behind in updating their public computers, so much so that the public had quite unsatisfactory access to the internet, the libraries' online catalog and other databases. The intent of this grant project was to add additional new computer workstations in each of the libraries, and to provide training to the public in basic computing, and in using online resources and databases. Many people living on the reservation have no access to computers except in their public library and many are computer illiterate. One of the benefits of this grant was to increase the computer skills of more members of the public.

Project Activities/Methods:

The Navajo County Library District purchased five computers for Whiteriver Public Library, three new computers for Cibecue Community Library and two new computers for McNary Community Library. The Library District contracted with Sentinel Technologies to configure the workstations and load numerous software, i.e. Norton Anti-virus, Drive Shield (to protect the hard-drive from user modifications), Netscape and Mozilla browsers, filtering (Cybersitter), and MS Office Professional. A resume program was purchased for one Whiteriver computer. The company was to ensure that the machines were connected to the DSL network. This process took far longer than expected because the vendor did not expedite the project at all. Additionally, Frontier, the DSL provider did not even have service to McNary & Cibecue for the first weeks that the project could have been implemented. It was actually not until May that the new computers were completely installed and tested in the Whiteriver Public Library, and not until June and July for McNary and Cibecue. This was frustrating in the extreme because the time for training was therefore quite limited. Another frustration was that the vendor was to keep the older computers connected to the Internet, but instead they just boxed them up and set them aside at McNary and Cibecue! It took a while to get them to finish their part of the project, so we would have more than just two workstations in the two little libraries to hold training sessions. But by then it was well into July for McNary. Another unexpected glitch was that the White Mountain Apache tribe had budget shortfalls, and when the McNary librarian quit, the tribe did not hire a replacement but closed the library for more than two months, making it impossible to hold training sessions there during that time. Eventually though, the machines were all installed, so now Whiteriver has nine computers for public access, and Cibecue and McNary each have five public access computers.

Project Outputs:

Ten workshops were held at the Whiteriver Public Library with 66 participants in all. Only one workshop was held at the McNary Community Library with two people attending. Three workshops were held at the Cibecue Community Library with 10 people attending. The 10 new machines are busy all day long, and those numbers are not reflected here or in "number of persons served."

Project Outcomes:

The trainers issued a pre-and a post-test for each training session. Results showed that progress had been made each time to learn at least something more about basic computing or basic Internet searching. Especially for the course "The Basics of the Internet" out of twelve questions there were only two "yes" responses on the pre-test. By the end of training more than half of the "no" responses had changed to "yes". I was pleased to note the following: one question asked was whether they could use the Navajo County Libraries' catalog. All had answered "no" but on the post-test these had all become "yes" responses. This project reveals, however, that we have barely scraped the surface of addressing computer illiteracy on the Apache Reservation. The 2-3 hour training sessions simply could not bring people to a very high level of competency and we were only able to reach a small number of people.

Other Results:

LSTA funding was crucial in helping the White Mountain Apache Libraries remain credible providers of Internet access and public access computers. The tribal government had no funds for the foreseeable future to upgrade the libraries' technology. This grant funding made it possible for the libraries to be public places where people could come for free computer training and to learn more about the online library catalog and library databases, as well as the power of the Internet to do research. Library staffs were themselves untrained beforehand to train others in using computers or the Internet, and they benefited from having the trainers teach them as well. While this project had many frustrations for the project director, it was immensely rewarding to know that these three poorly funded libraries now have the very latest technology for their public.

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10498
Project Title: ProQuest	Project Number:
Library Name: Arizona State Library, Archives and Public Records	Project Director: Holly Henley
Phone Number: 602-542-4035	Email:
Library Building:	
LSTA Funds Expended: \$232,170	Cash Match: \$
In Kind Contributions: \$	Total Cost: \$232,170
Number of Persons Served:	

341,140

LSTA Purpose:

Library technology, connectivity, and services

IMLS Primary Performance Category:

Provide access to information, resources and ideas

Primary Users:

Adults, Statewide public

Primary Services:

Continuing Education for the Public, Economic Development, Information Access and Services

Start Date:

10/1/2003

Statewide? ☒

Exemplary? ☐

Project Purpose:

The Arizona State Library provided statewide access to business databases, national newspapers, and digital maps of the state available through ProQuest. Not only could every patron with a library card access the databases from their public or community college library, but they could also use the resources remotely with web access. With this information on current research and development in industries, business conditions, marketing trends, corporate strategies, management techniques, product information, and local business contacts; users could investigate investment opportunities, support small business ventures, search for jobs, and stay better informed in their current positions.

Project Activities/Methods:

Most promotion of the service to business librarians was done through emails. The librarians were also offered the opportunity to attend an economic summit convened by the Chandler Public Library for its business community, users of the ProQuest databases. Joined by the ProQuest trainer, the 14 librarians in attendance convened after the summit with the project director and the director of the Arizona State Library's Library Development Division to discuss promotion of services and future training needs. Web trainings and site visits to address individual needs were scheduled. The Arizona State Library also developed a web page for libraries to brand with their unique information and use to provide easy remote access to the databases. Libraries employed a variety of strategies to market the databases to their users, including mailing postcards and producing fliers.

Project Outputs:

Number of searches: 341,140. Number of downloads: 104,175. When the patron downloads an article or a map from the database, that is the most accurate measure available to indicate that the need for information has been met by the ProQuest database, i.e., the library has provided access to information, resources, and ideas. During the 2003/2004 year, downloads

State Goal:

Goal 2. Access to Information

IMLS Secondary Performance Category:

Enhance a lifetime of learning opportunities

Secondary Users:**Secondary Services:****End Date:**

9/30/2004

Partnership? ☐

OBE-Related? ☐

more than doubled from the 2003/2004 total of 45,403 to 104,175.

Project Outcomes:

Other Results:

LSTA funding gives Arizonans access to information they need to obtain and retain jobs and to be informed citizens by providing them access to the ProQuest resources. No longer is it necessary for them to travel to large urban libraries with hardcopy resources, which may be out of date due to the high cost of maintaining their currency. Now from their local public or community college library or from their own homes, the people of Arizona have accurate, up-to-date information to better their lives and their communities.

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10563
Project Title:	Project Number:
Reach to Teach	231-3-2-(19)
Library Name:	Project Director:
Yuma Public Library District	Cecilia A. Young
Phone Number:	Email:
928-782-1871	librarian@yumalibrary.org
Library Building:	
LSTA Funds Expended:	Cash Match:
\$10,788	\$
In Kind Contributions:	Total Cost:
\$39,732	\$50,520
Number of Persons Served:	
30	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 6. Families and Children
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Strengthen families and children	Enhance a lifetime of learning opportunities
Primary Users:	Secondary Users:
Adults, Non/limited English speaking persons, Pre-school children	
Primary Services:	Secondary Services:
Education-Related Services for Children and Teens, Information Access and Services, Literacy Programs	Pre-school programs, Reading readiness, Adult literacy, ESL programs, Family literacy
Start Date:	End Date:
10/17/2003	5/25/2004
Statewide? <input type="checkbox"/>	Partnership? <input checked="" type="checkbox"/>

Exemplary? ☐OBE-Related? ☒**Project Purpose:**

Starting in January 1, 2004, the Yuma County Library District in partnership with the Reading is Freedom Literacy Campaign, Yuma School District #1 Migrant Program and Even Start program, launched the Reach to Teach pilot program for children 3 years to 5 years to support child and family literacy. The five-month project engaged the community in a multi-pronged effort to improve literacy in rural, impoverished areas of Yuma County. This program was a further development of the LSTA Yuma County Library District: Reading is Freedom! Project 2003 program. An evaluation of this project is included as an attachment.

Project Activities/Methods:

As this was the first of such programs offered by the Yuma County Library District and as such, a pilot, participants were drawn from only one elementary school – Pecan Grove Elementary. Program participants were identified by Irene Montoya, Coordinator of the Yuma Elementary District #1 Migrant Support Program. Programming was offered at the Main Library in downtown Yuma. The Yuma School District #1 provided transportation to get parents and children from Pecan Grove to the Main Library and back. Sessions were held monthly from January 2004 through May 2004 for a total of five sessions. District #1 Migrant Support Program. Programming was offered at the Main Library in downtown Yuma. The Yuma School District #1 provided transportation to get parents and children from Pecan Grove to the Main Library and back. Sessions were held monthly from January 2004 through May 2004 for a total of five sessions. Families in the Pecan Grove Elementary Even Start Program were chosen to participate in this pilot since they were an existing group that was already meeting Monday through Friday from 8:30 to 12:30. This group had established technology and family literacy as program goals which dovetailed nicely with the goals of the Reach to Teach pilot. Fifteen participating parents committed to attend each of the five planned workshops. These fifteen families had a combined total of 15 children in the age range of three to five years.

Project Outputs:

Summary of product outputs: • Participation of adults ranged from 5 to 15 for any given workshop • Participation of children ranged from 8 to 15 for any given story time • Computer workshops: 5 one-hour workshops • Story times for children: 5 one-hour story times/puppet shows • 64 Learning Packs were made available • 225 books were purchased; 75 were distributed to children in the pilot program • Increase in library collection: Over 300 additional books were added to collections with project funds • Welcome Kit distribution: 15 new Welcome Kits were distributed

Project Outcomes:

The project outcomes identified for this pilot project were as follows: • Improved quality of life for families participating in program • 50% improvement in computer knowledge for 100% of participating migrant parents • New knowledge learned • Increased skills The contracted evaluator gathered outcome information. The evaluator used personal interviews, surveys, and pre and posttests. The complete evaluative report has been sent in to attach to this report.

Other Results:

The United States economy has changed dramatically, and the demand for

highly skilled workers has soared in the last decades. There is no question that Yuma County will prosper with a greater work force of productive workers and responsible citizens. Literacy is "...an individual's ability to read, write, and speak ... and compute and solve problems at levels of proficiency necessary to function on the job and in society, and to achieve one's goals and develop one's knowledge and potential." This program has enabled the Yuma County Library District and the Yuma School District One, Reading is Freedom! Yuma Campaign collaborators to continue to enhance the quality of their commitment to provide access to information and lifelong learning for Yuma County citizens. This project addresses and supports the long-term benefits as outlined in the Goals 2000: Educate America Act. The National Education Goals (1) School readiness and (6) Adult literacy and lifelong learning are interrelated components of family literacy. Reading is critical for an informed citizenry and quality of life. The Yuma County Library District is committed to doing its part to eradicate illiteracy in Yuma County. For each person, improved literacy means: • Educational advancement • Better paying jobs • Expanded career opportunities • Greater independence • Full participation in our democratic process • Freedom! For the Yuma community, improved literacy means: • A larger pool of skilled workers • Retention and expansion of businesses • Opportunities for new businesses • A stronger base for the local economy • More interest in the arts • Increased services • Improved quality of life • Freedom!

Anecdotal Info:**Exemplary Reason:**

Project Code:	2003-AZ-10556
Project Title:	Project Number:
Ready to Learn Centers	231-3-2-(15)
Library Name:	Project Director:
Scottsdale Public Library	Marsha Greene
Phone Number:	Email:
480-312-2474	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$14,310	\$174,355
In Kind Contributions:	Total Cost:
\$	\$188,665
Number of Persons Served:	
18,343	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 6. Families and Children
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Strengthen families and children	Provide access to information, resources and ideas
Primary Users:	Secondary Users:
Adults, Library staff and volunteers,	

Pre-school children

Primary Services:

Continuing Education for the Public,
Literacy Programs, Staff Development
Education and Training

Start Date:

10/17/2003

Statewide? ☐

Exemplary? ☐

Project Purpose:

The library redesigned and enhanced its services for young children and their caregivers to reflect, and increase awareness of, the new research concerning early brain development. As a result, caregivers attending library programs learn practical and effective strategies to support their child's learning at home and in early education programs. Youth staff has been trained to implement developmentally appropriate activities for young children, communicate effectively with parents, act as role models for parents in interacting with their children, and help parents incorporate stimulating literacy activities into their children's daily routines.

Project Activities/Methods:

Staff, parents and daycare providers were educated and informed about the importance of early brain development and other child development issues and resources via 3 workshops presented by the city's Youth and Family Services department and the New Directions Institute for Infant Brain Development. Staff was additionally trained in effective storytime techniques at an all-day workshop. The library's storytime programming for young children was redesigned to incorporate the principles of ready to learn and parent participation. Child-friendly spaces were created at each of our libraries with toys, printed materials and early learning software. Public programs and services were promoted in the library's events calendars, area newspapers, targeted letters to daycares, fliers, and the library's website

Project Outputs:

Project Outcomes:

In general, the Ready to Learn program met most of the identified objectives:

1. Workshop participants indicated an expectation that the information and examples provided would improve their quality of life.
2. Children had a positive experience at storytime according to 98 percent of parents.
3. Participants in the New Directions workshop identified what they learned about children's learning and development and what they would do differently because of the presentation. They listed a variety of information and activities. Participants at the Youth Services workshop listed new ideas they will use at home with children.
4. Socres for individual staff members ranged from 2.1 to 3.0, indicating good to excellent knowledge on nine content area. The average score for staff on all observed indicators was 4.3, indicating overall performance of good or better.
5. The library was rated as a worthwhile destination for outings with children at 4.9 by participants at the Youth Services workshop, and at 4.7 by New Directions workshop participants.
6. Parents identified a variety of new resources learned at the workshop including books, websites, Youth and Family Services, behavior management tools and the library.

Secondary Services:

Family literacy

End Date:

7/1/2004

Partnership? ☒

OBE-Related? ☒

Other Results:

Grant funding allowed our library to proactively respond to new scientific and social realities to better serve our community. LSTA funds provided the opportunity to design and deliver enhanced service to young children and their caregivers reflecting the new research in infant brain development. Preschoolers were targeted in an effort to help their caregivers understand the importance of early brain development and to learn practical and effective strategies to support their young child's learning at home and in early education programs. The training that staff received allows for the continuation of this program in the library setting.

Anecdotal Info:**Exemplary Reason:**

Project Code:	2003-AZ-10566
Project Title:	Project Number:
Ready to Read	231-3-2-(17)
Library Name:	Project Director:
Pima County Public Library	Debbie Chavez
Phone Number:	Email:
520-791-4391	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$6,500	\$
In Kind Contributions:	Total Cost:
\$	\$6,500
Number of Persons Served:	
260	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 6. Families and Children
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide tools for the future	Strengthen families and children
Primary Users:	Secondary Users:
Adults, Non/limited English speaking persons, Pre-school children	
Primary Services:	Secondary Services:
Continuing Education for the Public, Education-Related Services for Children and Teens, Literacy Programs	Pre-school programs, Reading development, Reading readiness, Family literacy
Start Date:	End Date:
10/17/2003	6/4/2004
Statewide? <input checked="" type="checkbox"/>	Partnership? <input checked="" type="checkbox"/>
Exemplary? <input type="checkbox"/>	OBE-Related? <input checked="" type="checkbox"/>
Project Purpose:	

The Tucson-Pima Public Library's (TPPL) Youth Outreach department partnered with Child and Family Resources (C&FR) to train 43 in-home childcare providers in early brain development as it relates to early literacy. The training also taught caregivers how to provide rich and stimulating language and pre-reading experiences to the children in their lives. The expected outcomes were that the childcare providers would spend more time reading and doing early literacy activities with the children in their care, that they would increase their knowledge of early brain development, and that they would understand the importance of early literacy and language experiences.

Project Activities/Methods:

Two series of workshops were held, each consisting of three 2-hour sessions. One series was conducted in English, the other in Spanish. I developed the curriculum and lesson plans by reading the latest research on early brain development and reviewing the lessons done by other libraries and agencies, such as Multnomah County Library System and Mesa's United Way Ready to Learn campaign. The classes were publicized through C&FR's quarterly newsletter and through direct mailings to all of the in-home childcare providers in Pima County. The mailing labels were supplied by C&FR. The English workshop was held at a TPPL branch in a central Tucson location, and the Spanish workshop was held at a branch on the south side of town, where C&FR had stated that many of the Spanish-speaking caregivers reside. I ordered children's picture books in English and Spanish. For the last class session, parents were invited to attend along with their children. Children's librarians conducted special story times for the children, and refreshments were served, paid for by the Friends of TPPL. The childcare providers and families in attendance were given free books to take home with them. I also summarized the highlights of the workshop for the parents, stressing the importance of reading and language for their children's brain development. Originally, I was going to teach both of the workshops in English, but after meeting with Jakob Raskob and Jenny Livermon of C&FR, we found that many of the in-home childcare providers in Pima County are Spanish-speaking. As a result, we decided to conduct one of the workshops in Spanish. Translating child and brain development terms into Spanish proved challenging, but we're glad we filled this need. There are very few continuing education classes in Spanish for caregivers to take. The participants in the Spanish workshop expressed a wish for the library to continue to offer other workshops for them to take in Spanish.

Project Outputs:

Two series of workshops were conducted. Each series consisted of three 2-hour classes. Forty-three childcare providers completed the workshops. One hundred twenty-nine childcare providers, parents, and children attended the last-day celebrations. Approximately 1200 children's picture books were given away to families and childcare providers.

Project Outcomes:

Pre- and post-evaluations were given to the participants in the workshops. At the beginning of the workshop conducted in English, only 69% of the participants felt that they knew a lot about infant brain development. After the workshop, 100% felt that they knew a lot about infant brain development. Before the workshop, 81% strongly agreed that early literacy skills are important for every child, but by the end of the workshops, 100% strongly agreed. They also increased the amount of reading that they did with the children in their care by one hour per week. The parents that were surveyed felt that they learned more about library services and children's programs at

the library, and 100% of them said that they planned on visiting their local library and planned on reading more to their children at home as a result of this event. For the workshop conducted in Spanish, only 75% of the participants felt that they knew a lot about infant brain development before the workshop. After that last class, however, 88% felt that they did. The average time spent reading to the children in their care also increased by one hour per week. One hundred percent of the parents at the last class session reported that they learned more about library services and children's programs at the library and that they planned on visiting their local library and reading more to their children at home as a result of this event.

Other Results:

LSTA funding was important for this project because being able to give free books to the childcare providers was a key component of the workshops. It was important to provide them with books that they could keep in their homes so that the children had access to them at all times. We believe that having books in their homes will increase the likelihood that they will read with the children. Many in-home childcare providers would like to visit the library regularly, but transportation is a big obstacle when they are caring for children. Many of them also have children in their care in the evenings and on weekends. Because we cannot purchase books to be given away with city funds, we needed an outside source of funds. The majority of the LSTA funds were used to purchase these picture books. This pilot project has proven successful, thanks to LSTA funding, and we now hope to continue the project with funding from the Friends of TPPL.

Anecdotal Info:

Some of the comments from the post-surveys were: "I loved this class. I encourage every daycare provider that I know to take it." "Everything was very interesting and very well explained." "All of the workshop was of great help, to help children's development." "It was all very interesting and instructive. I really liked it." "Everything from this workshop is good for putting into practice." All of the childcare providers and families expressed their gratitude for receiving free books to take home. One participant even got teary-eyed and gave me a huge hug when she saw the books that I had selected for them. One of the workshops included a group of providers from the Tohono O'odham community in Sells, Arizona. The dozen or so participants drove 60 miles one-way for three Tuesdays in a row to attend these workshops.

Exemplary Reason:

Project Code:	2003-AZ-10537
Project Title:	Project Number:
Spanish That Works	231-3-1-(03)
Library Name:	Project Director:
Pinal County Library District	Shirley Condit
Phone Number:	Email:
520-866-6457	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$900	\$

In Kind Contributions:

\$900

Number of Persons Served:

60,372

LSTA Purpose:

Services to persons having difficulty using libraries

IMLS Primary Performance Category:

Provide access to information, resources and ideas

Primary Users:

Library staff and volunteers,
Non/limited English speaking persons,
Rural populations

Primary Services:

Information Access and Services, Staff
Development Education and Training

Start Date:

10/17/2003

Statewide? ☐Exemplary? ☐**Project Purpose:**

The Pinal County Library District offered the Spanish language course Spanish That Works in the Library to all library staff working in Pinal County. The purpose of offering this course was for libraries to better serve the needs of the large Latino population residing in Pinal County. The immediate goal was to improve relations between the libraries and the Spanish speaking community and to increase usage of the libraries by the Latino community in general. Eventually we hope to improve the Spanish book collections in all public libraries in Pinal County and to improve library services and programming to the Latino community thus increasing access to information for every member of our community.

Project Activities/Methods:

The Spanish That Works in the Library language course was originally designed for a group with an instructor. Due to the geographic size of our county and the distance between libraries, this wasn't feasible. With input from Elizabeth Almann, the creator of Spanish That Works, I put together a distance learning program. Each student received a copy of the workbook that covered the sixteen lessons. The workbook included flashcards, vocabulary lists, phrase sheets for circulation and reference staff, wording for signs appropriate for a library and the Dewey Decimal system in Spanish. Each student also received an audio CD with vocabulary words. Each library received one set of videotapes. The videotapes contain seventeen 30 minute lessons that correspond to the lessons in the workbook. I hired Cheney Leal, a retired employee of the Casa Grande Public Library, to be our bilingual consultant for the project. Cheney was available to answer any questions students may have had about the course material. Cheryl Conrad, our systems

Total Cost:

\$1,800

State Goal:

Goal 4. Cultural Diversity

IMLS Secondary Performance Category:

Strengthen communities

Secondary Users:**Secondary Services:****End Date:**

9/3/2004

Partnership? ☐OBE-Related? ☒

librarian, set up a Yahoo! Group and invited all staff members participating in the course to join the group. Each week I reviewed the materials and sent an e-mail to the group with brief instructions that included the lesson for the week, which videotape lesson to watch and which tracks to listen to on the audio CD.

Project Outputs:

Forty-five staff members, representing every library in Pinal County, participated in the course. This level of participation was much greater than anticipated and there was a lot of excitement among library staff for this course.

Project Outcomes:

Based on the evaluations I received and a poll taken through Yahoo! Groups at the beginning of the course, roughly half of the students have had some sort of prior foreign language training, usually in High School or College. Most of the students reported a positive experience with this course. The few who reported a negative experience, were not necessarily dissatisfied with the course, but were unhappy about not being given as much time at work as they would have liked to study the course materials. The staff particularly liked the combination of workbook, videos and CD which gave them a variety of methods to learn. Most felt they learned ways to communicate with Spanish speakers that would be useful in the library. One staff member wrote in her evaluation, "I now feel unashamed to attempt to say Spanish words when I'm helping our Spanish speaking patrons." Prior to this course, the ten libraries on our shared catalog each had a small Spanish book collection and virtually no other materials in Spanish. The libraries are small city or volunteer run libraries located throughout Pinal County. Some of these communities, particularly Eloy, Mammoth and Maricopa, have a large Latino community. Statistics from these ten libraries show that there are currently only 2138 Spanish item records. Since the completion of this course, the library directors at most of these libraries have voiced considerable interest in developing a better Spanish collection. The exception to the above is the Casa Grande and Apache Junction public libraries. These libraries already have a sizeable Spanish collection but both are interested in improving their collection.

Other Results:

The LSTA grant made it possible for us to purchase materials for the Spanish That Works course. Learning basic customer service Spanish has created a more inviting atmosphere for the Latino community in our local libraries. In addition, the process of learning Spanish increased empathy and compassion for those in our community who are struggling to learn English. One staff member wrote in her evaluation, "I better understand how difficult it must be for Spanish speaking people to understand English speakers."

Anecdotal Info:

Eloy library staff had the help of two young patrons, Rebecca (10 years old) and Edith (8 years old). These young girls drilled them every day with the flash cards and made sure their pronunciations were correct. They also shared their Spanish music CDs so staff could practice listening to Spanish. One staff member remarked, "The girls were very good and very patient with our pronunciations...I must admit we have laughed so hard during this learning process that the tears rolled!" Another staff member said, "I had two volunteers, Edith and Rebecca - they made learning fun." As a thank you, a staff member is helping them after school with their English spelling and grammar. Kearny library staff printed out the vocabulary words from the

workbook and posted them around the library. Library patrons noticed the signs, helped them with pronunciation and encouraged them to speak Spanish. Although the course has ended, the signs are still up and they are still practicing their Spanish. Elizabeth Almann has developed a newsletter to encourage those who have taken the course to continue learning Spanish and to review some basic concepts. Library staff who have signed up for the newsletter say it's useful and a good reminder to keep learning Spanish. Go to <http://www.thelearninglight.com/newsletter.htm> to view the newsletter.

Exemplary Reason:

Project Code:	2003-AZ-10501
Project Title:	Project Number:
State Documents Cataloging	
Library Name:	Project Director:
Arizona State Library, Archives and Public Records	Janet Fisher
Phone Number:	Email:
602-542-4035	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$27,612	\$
In Kind Contributions:	Total Cost:
\$	\$27,612
Number of Persons Served:	
1	
LSTA Purpose:	State Goal:
Library technology, connectivity, and services	Goal 2. Access to Information
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Provide tools for the future
Primary Users:	Secondary Users:
Adults, Children, Statewide public	
Primary Services:	Secondary Services:
Information Access and Services, Virtual Library Services	
Start Date:	End Date:
10/1/2003	5/21/2004
Statewide? <input checked="" type="checkbox"/>	Partnership? <input type="checkbox"/>
Exemplary? <input type="checkbox"/>	OBE-Related? <input type="checkbox"/>
Project Purpose:	
The Arizona state agency publications are important informational and historical tools. They provide a picture of the state and state government.	

More than two thirds of our state publications collection remained inaccessible to the public users and with limited accessibility for staff. This project makes the holdings informaton accessible so that users can gain access to this material and ot the history of Arizona government and to the specific agendy or program of the state.

Project Activities/Methods:

The intern was shown a format for creating material descriptions in a computer database. The majority of her time was spent going through our shelves and inputting information into the database for all state publication titles present. She also offered her skills in work with the Technology Services Section to get the database moved from Word software to MSAccess, and to make it usable by more than one computer at a time.

Project Outputs:

The number of records added to our catalog represented an additional 2,337 volumes added to the collection.

Project Outcomes:

Other Results:

We house the largest collection of territorial and Arizona state agency publications and we hold many titles that are the only copy in existence. These publications are, in many cases, not represented in our online catalog. The need to inform the state agencies, researchers and the public of our holdings is critical to thorough research.

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10497
Project Title:	Project Number:
Statewide Network	
Library Name:	Project Director:
Arizona State Library, Archives and Public Records	Tom Martin
Phone Number:	Email:
602-542-4035	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$319,823	\$
In Kind Contributions:	Total Cost:
\$	\$319,823
Number of Persons Served:	
8,504,675	
LSTA Purpose:	State Goal:
Library technology, connectivity, and services	Goal 3. Information Technology
IMLS Primary Performance Category:	IMLS Secondary Performance Category:

Provide tools for the future

Provide access to information,
resources and ideas

Primary Users:

Adults, Library staff and volunteers,
Statewide public

Secondary Users:**Primary Services:**

Cultural Heritage Programs,
Information Access and Services,
Technology Infrastructure

Secondary Services:**Start Date:**

10/1/2003

End Date:

9/30/2004

Statewide? ☒

Partnership? ☐

Exemplary? ☐

OBE-Related? ☐

Project Purpose:

The Arizona State Library, Archives and Public Records (ASLAPR) provides many centralized technology services to all public libraries within the state. ASLAPR provides e-mail services, centralized database services, and data repositories for all libraries and cultural institutions within Arizona. Examples of some of these services are: • State wide database licensing for ProQuest and Hein databases. • Arizona Libraries Jobline, a listing of available jobs within libraries in Arizona and surrounding states. • Arizona Library Directory, an on line listing of all Arizona libraries, with search capability. • Cultural Inventory Project, a listing of all cultural institutions within Arizona, with search capabilities. • E-mail capability for all Arizona libraries that do not have it internally. • Centralized sign-in for on line database access. • On line registration system for class and seminar attendance.

Project Activities/Methods:

ASLAPR provides these services through the use of centralized technology, networking, servers, and program development. Additionally, communication and development of new ideas is done through attendance at County Librarians meetings. ASLAPR leverages buying power by obtaining licensing for on line databases on a state-wide basis, securing better prices for software and hardware for all public libraries, and continued expansion and upgrading of centralized services.

Project Outputs:

ASLAPR receives an average of 500,000 Web visitors monthly. In addition, the State Library processes more than 300,000 e-mails a month through the SMTP server for state wide libraries.

Project Outcomes:

Access: Increase the ability of the public to access on line materials that will benefit them in their life and work. Providing access to research materials through on line databases, increase the access to on line materials provided by libraries within Arizona. Communications and information sharing: By providing increased communications capability between libraries within the state, we will increase the ability of our public customers to access available information in a timely manner. Increase in technology awareness of rural libraries: By providing information technology assistance and information, we will increase the awareness of rural libraries in the use of information technology to apply to meeting their ongoing needs.

Other Results:

Without a leadership role of the Arizona State Library in the technology arena, many small and rural libraries would not have the assets available to apply new technologies to their library mission. ASLAPR provides a central repository for on line services and information that benefits all libraries within the state.

Anecdotal Info:**Exemplary Reason:**

Project Code:	2003-AZ-10559
Project Title:	Project Number:
Students and Schools Seeking	231-3-2-(04)
Library Name:	Project Director:
Florence Community Library	Patty Freeman
Phone Number:	Email:
520-868-9471	florencelibrary@hotmail.com
Library Building:	
LSTA Funds Expended:	Cash Match:
\$22,365	\$525
In Kind Contributions:	Total Cost:
\$35,565	\$58,455
Number of Persons Served:	
1,713	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 6. Families and Children
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Strengthen families and children	Enhance a lifetime of learning opportunities
Primary Users:	Secondary Users:
Children, Rural populations, Young adults and teens	
Primary Services:	Secondary Services:
Education-Related Services for Children and Teens, Outreach Services	After school programs, Homework centers
Start Date:	End Date:
10/17/2004	8/6/2004
Statewide? <input type="checkbox"/>	Partnership? <input checked="" type="checkbox"/>
Exemplary? <input checked="" type="checkbox"/>	OBE-Related? <input checked="" type="checkbox"/>
Project Purpose:	
This grant provided the funds to contract with two part-time tutors who would be available to help students both at the Library and at the After School program (on the elementary school campus). Some students were referred to the tutors by their teachers, others by parents, and some came on a drop-in	

basis. Study skills workshops were developed and presented to help students improve their study skills. At the end of the grant period, incentives were distributed to those students who fulfilled their tutoring contracts. The goal of the project was 1) to improve students' reading, writing, and math grades; 2) improve the students' quality of life at home and in school; 3) increase knowledge of the tutoring program; 4) improve AIMS scores for Florence High School and Elementary schools.

Project Activities/Methods:

The positions were advertised, interviews were held and tutors were appointed. The tutoring program was publicized in the local paper, through the schools, by posting fliers around town, and word of mouth. Forms, such as contracts, registration, sign-in sheets, etc. were developed, and supplies were purchased. Tutoring sessions and workshops were held. Tutors were responsible for keeping statistics and records for each student they served in order to report on a monthly basis to the project director. At the end of the grant period, an awards ceremony was held and incentives were distributed.

Project Outputs:

Two tutors devoted a total of 1,152 hours to this project. A total of 183 students attended 592 times during the 32 weeks that tutoring was available. Tutoring sessions often were held in groups and the time each student attended varied from 30 minutes to 2 hours. Of the 61 students who signed a contract, 21 of them were fulfilled. In addition, seven special workshops were held with a total of 44 people in attendance.

Project Outcomes:

Skills are enhanced – Of the 61 students with contracts, 36 showed an improvement in their grades as shown when comparing the report cards before and after tutoring. Tutors reported another 8 as showing 'some improvement'. Quality of life is enhanced – as reported by tutors, teachers and parents, 27 of the 61 contracted students showed an improvement in their behavior/attitude. Families know more about community resources – increased number of participants – In December we started with 59 tutoring sessions; January- 65; February- 92; March- 87; April- 124; May- 118; and with school not in session, we had 27 in June and 20 in July! Improved AIMS scores for school – I am waiting for these statistics to be published on the Arizona Department of Education website. I will forward them as soon as I receive them.

Other Results:

The funding we received through LSTA to contract with tutors and the success of this program showed community leaders how important it is to provide tutoring for our students. The Town of Florence had planned to fund a part time tutor position at the Library; however, the position was rejected because it would have meant that our full-time Librarian position would be reduced to part time as well. Maybe next year!

Anecdotal Info:

Many of the parents of the students have commented on how much they appreciated the program. An improvement in their child's attitude as well as their grades was a benefit that was not expected by parents. Teachers also reported improved grades and attitudes by several of the students.

Exemplary Reason:

I believe this project is exemplary due to the fact that we partnered with the school district to provide tutoring services. Generally, teachers provide after

school tutoring out of the goodness of their hearts, without any compensation. This project gave the library more credibility with the faculty as it showed we were concerned about the students and the school as a whole and we were willing to do something to help them meet their goal of improving their ratings.

Project Code:	2003-AZ-10515
Project Title:	Project Number:
Sun Dial	231-3-7-(1)
Library Name:	Project Director:
Sun Sounds of Arizona	Bill Pasco
Phone Number:	Email:
602-231-0500	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$15,000	\$
In Kind Contributions:	Total Cost:
\$52,550	\$67,550
Number of Persons Served:	
800	
LSTA Purpose:	State Goal:
Services to persons having difficulty using libraries	Goal 2. Access to Information
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Enhance a lifetime of learning opportunities
Primary Users:	Secondary Users:
People with special needs	Blind and visually-impaired persons
Primary Services:	Secondary Services:
Information Access and Services, Virtual Library Services	
Start Date:	End Date:
10/17/2003	9/30/2004
Statewide? <input checked="" type="checkbox"/>	Partnership? <input type="checkbox"/>
Exemplary? <input type="checkbox"/>	OBE-Related? <input type="checkbox"/>
Project Purpose:	
Sun Dial was designed by Sun Sounds of Arizona to fill the need for flexible, on-the-go information retrieval by people whose disabling condition prevents them from independently using print. Sun Dial is the state's only on-demand interactive news and information system for blind residents that provides access to both the web and recorded audio information. By using a simple and familiar telephone interface a person who is blind or otherwise print-disabled has "anytime" access to daily newspapers, death notices, grocery and other	

shopping ads, and other practical news from periodicals - all without the need to buy a personal computer or internet service. It is impossible to provide access to these materials through a conventional library for the cost of Sun Dial. Sun Dial is a telecommunication system that not only provides users with access to printed materials in recorded audio, it also enables users to access still more textual information on the internet using a synthesized voice. Live audio is recorded on the system on a regular, scheduled basis. Registered users make a local call to retrieve the audio within minutes of it being recorded. Patrons can exercise a great deal of control over the playback including speeding up the synthesized voice, slowing it down, skipping ahead or going back. One significant attraction of Sun Dial is that users do not need to own a computer, modem, or purchase expensive software. Sun Dial is provided without cost to any eligible person.

Project Activities/Methods:

Sun Dial is still a young system with room to grow. This year we promoted its use to an even larger segment of eligible population. Sun Dial promotions ran heavily on our radio-reading service and outreach staff placed calls to registered radio service users inviting them to try Sun Dial. Sun Dial was promoted to moviegoers in the fall of 2003 by way of a pre-movie slide in Harkins Theatres that featured "Fargo" our golden retriever mascot who is a working guide dog. (Slide copy attached) This effort was designed to find new, previously un-served patrons by reaching their friends, family members and neighbors. There are two means of access to the content on Sun Dial: telephone and the internet. Direct callers are using our computers to access files stored on our web-server or they access other internet pages by following links on our web-server. We now have a staff position dedicated to assisting patrons using Sun Dial and to adding new content to the Sun Dial "collection". Here are the links and information available through the system: Newspapers (links): 5 National 11 Regional by state 22 State of Arizona On-Demand Audio: Arizona Republic Retail Store Ads Electronics Showcase "What'ya got cookin?" Prime time TV Community Calendar Catalog shopping More links to audio on the internet: 4 radio reading services including Sun Sounds on line ACB Radio KJZZ FM News Narrative Television Network National Public Radio Real Audio© Entertainment Radio Locator Bill Spark's Audio Page Other Resource Links: 4 Advocacy Organizations 5 Catalogues for People with Special Needs 6 Educational Institutions 3 Arts and Culture Organizations for People with Disabilities (e.g. Artability) 5 Library Services 120 Radio Reading Services 10 Rehabilitation/Orientation and Mobility Services 10 Adaptive Technology Companies

Project Outputs:

There are now more than 330 registered patrons. Sun Sounds of Arizona continues to conduct telephone follow-up calls to ensure they understand how to use the system. Each person is given a user manual in the format of his or her choice. Available formats are large type, Braille, audio tape, and diskette. In the past year, patrons called Sun Dial more than 5,000 times. Patrons used the telephone system alone to gather more than 660 hours of print from audio. Generally, the heaviest volume of calls arrives between 6 AM and 8 PM, peaking during the lunch hour. This may be an indicator that working blind and visually impaired patrons are using the system before work, during lunch breaks, and after dinner - much like the sighted population's use of current printed information. People visited the Sun Dial web page more than 500 times this past year. Our current technology base does not give us the number of programs listened to on line. As Sun Dial grows, we hope to develop other means of tracking usage by direct-to-server (internet) patrons.

Other Results:

Systems such as Sun Dial help to level the playing field for the intended population group. With the support provided by LSTA for Sun Dial, Arizonans have the ability to check headlines from the paper, sports results, death notices, grocery or other store advertising, and even entertainment news. This access makes life easier. By providing access to information on the consumers schedule this project helps ensure that blind or disabled Arizonans are not left out of our new "information age." The ability to use only a touch-tone telephone to access web-based information makes Sun Dial extremely cost effective and uniquely situated to bridge the digital divide for blind and visually impaired library patrons. Without LSTA support, sustained growth of the registered audience via basic outreach efforts, and continued increases to the "collection" of current print information simply would not be possible.

Anecdotal Info:

Our Outcome is Independence - "My friends and family have provided me with incredible support since my auto accident in 1994. Prior to my accident, I was a newspaper nut. Every morning, I would read the front page of the Arizona Republic. After work, I would finish off the Valley & State and Sports section. My weekends always started off with the Paper. As I am sure you can imagine, I was really devastated when I could no longer read the paper. I literally remember sitting there crying one Saturday morning with the rolled up paper on my lap. When I discovered Sun Sounds, I got back a piece of this activity that I so much enjoyed. I felt more connected to the community around me again. Sun Dial has allowed me to shift the time I listen to the paper. I have a very busy schedule - who doesn't? So now, rather than catching bits and pieces of it at 7:00 in the morning, I can listen to the articles I want to hear at my lunch at work." -- Steve Welker, Sun Dial patron. Steve vocalizes the experience of many patrons. With Sun Dial, Arizona residents are able to maintain a much greater degree of independent living. They keep as up-to-date with local news and events as their sighted or unimpaired co-workers and peers. They can create grocery lists by listening to the ads read aloud, and no longer be subject to the schedules of family or friends.

Exemplary Reason:

Project Code:	2003-AZ-10551
Project Title:	Project Number:
Teaching Technology: Providing Computer Classes	231-1-5-(17)
Library Name:	Project Director:
San Xavier Learning Center Library	Bonnie Corella
Phone Number:	Email:
520-295-1025	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$8,433	\$
In Kind Contributions:	Total Cost:
\$14,605	\$23,038
Number of Persons Served:	

118

LSTA Purpose:

Library technology, connectivity, and services

IMLS Primary Performance Category:

Enhance a lifetime of learning opportunities

Primary Users:

Adults, Library staff and volunteers, Rural populations

Primary Services:

Continuing Education for the Public, Information Access and Services, Staff Development Education and Training

Start Date:

10/17/2003

Statewide? ☐

Exemplary? ☐

Project Purpose:

We contracted with an experienced computer teacher to provide basic and advanced computer classes for Native American adults living on the San Xavier District of the Tohono O'odham Nation. The teacher, Elizabeth Campillo, taught three series of 12 computer classes, for a total of 36 classes. A total of 21 adults participated in these sessions, improving their skills with basic computer software applications such as Word, Excel, Power Point, Publisher, and use of the Internet. Classes included lessons on how to use the Internet to find employment, develop resumes, and reach other personal and financial goals. In addition, the teacher developed a series of informational handouts. These handouts also give instruction in how to use the Internet to reach personal and financial goals. They will be available in the Library to be used as "self-guided" computer classes by interested community members.

Project Activities/Methods:

The project began with issuing an RFP to locate a qualified computer teacher to teach these classes. Three applicants responded, and were interviewed. A final candidate was chosen, and a contract executed. This person taught three 6-week basic computer classes taught at the San Xavier Library. Classes met for two hours Tuesday and Thursday evenings for a 6-week period (4/6/04-5/13/04; 5/20/04-6/29/04; 7/6/06-8/12/04). Workshops were promoted by announcements in the Wa:k community newsletter, a monthly news letter sent to all San Xavier households; by flyers posted on community billboards and in District buildings; and by word of mouth. In addition, the San Xavier Librarian registered for and completed a correspondence course with Northland Pioneer College in Holbrook, AZ. This class focused on Microsoft Word 2000, and the Librarian received an A in the course. She also participated in the computer classes offered under this grant. With this increase in her computer skills, it is hoped the Librarian will be able to lead these computer classes in coming fiscal years.

Project Outputs:**State Goal:**

Goal 3. Information Technology

IMLS Secondary Performance Category:

Provide access to information, resources and ideas

Secondary Users:**Secondary Services:****End Date:**

9/30/2004

Partnership? ☐

OBE-Related? ☒

The first computer class had 7 participants who attended every class and completed both the pre and post-test. The second class had 4 students who attended every class, and the final class had 10 students for a grant total of 21. For every class, attendance began with between 10-14 students. Most classes saw an immediate drop-off in attendance after the first meeting, with levels steadying at the third meeting and then remaining steady over the rest of the course.

Project Outcomes:

The first outcome measured during this project was improvement in basic computer skills. A pre and post-test (attached) was given to each person who completed the classes. The test consisted of 22 "Yes/No" questions designed to test the students' knowledge of everyday software tasks such as starting a program, saving a document, etc. One point was awarded for each "Yes" answer, yielding a possible total of 22 points. Average improvements were measured for each class. Several participants answered "No" to all 22 questions on their pre-test, making it impossible to calculate a percentage improvement for these students. Of those who had at least some computer knowledge prior to the class, percent improvement ranged from 114% (from 7 points to 15 points) to 21000% (from 1 point to 22 points). Average improvement across all 3 classes was 16 points. The second outcome measured was increase in Library computer use by adult patrons. Usage was tracked for a one-week period in March, before the classes were held. During this time, 33 Library patrons used the computers; 8 of these, or 24%, were over the age of 30. Usage was again tracked for the first week in May, during the first computer class. A total of 51 patrons used the computers, and 9 of them, or 18%, were over the age of 30. The lack of a significant increase is probably attributable to the fact that only one class session had been held, and to the fact that the Library is only open 8-5 Monday- Friday. Most adults are in work during these hours, and so cannot access the Library to take advantage of resources there. This may point to a need for the Library to expand its hours to better serve the community.

Other Results:

This project could not have been completed without LSTA funding. The District's resources are fully obligated; we don't have additional funds for activities such as hiring outside consultants to teach computer classes. Many adult members of the San Xavier District are not computer literate; they lack the skills to fully participate in today's technology and information-based society. This project provided these adults with easily-accessible computer classes, introducing them to the many ways computers can be used everyday, and the ways knowledge of technology can increase employability and assist with job searches. This increased computer literacy grants these individuals the opportunity to more fully participate in society, a benefit to them and to the larger San Xavier community. This project was important in that it provided services to a very underserved population: Native American adults. Problems such as lack of access to continuing education and basic technology resources are well-recognized in tribal communities. This project provided those opportunities to adults at San Xavier, at a local venue, and in a way that was familiar and accessible to the community. This project helped Tohono O'odham adults obtain skills that will make it easier for them to participate and more fully engage in the information age, improving quality of life and opportunity.

Anecdotal Info:**Exemplary Reason:**

Project Code:	2003-AZ-10549
Project Title:	Project Number:
Technology Infrastructure Enhancement	231-1-5-(04)
Library Name:	Project Director:
Buckeye Public Library	Jeanine Guy
Phone Number:	Email:
623-386-2778	jguy@buckeyepub.lib.az.us
Library Building:	
LSTA Funds Expended:	Cash Match:
\$5,400	\$6,150
In Kind Contributions:	Total Cost:
\$	\$11,550
Number of Persons Served:	
18,000	
LSTA Purpose:	State Goal:
Library technology, connectivity, and services	Goal 3. Information Technology
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide access to information, resources and ideas	Enhance a lifetime of learning opportunities
Primary Users:	Secondary Users:
Adults, Children, Young adults and teens	
Primary Services:	Secondary Services:
Continuing Education for the Public, Information Access and Services, Technology Infrastructure	
Start Date:	End Date:
10/22/2003	6/30/2004
Statewide? <input type="checkbox"/>	Partnership? <input type="checkbox"/>
Exemplary? <input type="checkbox"/>	OBE-Related? <input type="checkbox"/>
Project Purpose:	
<p>The Buckeye Public Library was able to add 4 additional public access computers and upgrade 2 existing public access computers – the Library now has a total of 10 public access computers available for residents of our community. The Library has an average of 1,500 customers each month using the computers in the library. This is an extremely important benefit being offered to the citizens of our community. The software has been purchased and is in the process of being added to our website. This will enable our customers to access the library catalog and services 24 hours/7 days a week. Computer classes are being offered to the public to help increase access to information, resources and ideas, as well as providing continuing education for</p>	

the public.

Project Activities/Methods:

This project was fairly simple to implement, as it was part of an ongoing effort to provide public access computing for the citizens of our community. A great deal of coordination has taken place with the Town of Buckeye's IT Department to ensure a network that is efficient and will grow with the Library. The equipment was purchased and installed. An open house was held to inform the public of the additional services available. The Library Board was introduced to the additional computers and asked to "spread the word" to their individual constituents. The first computer classes were offered to participants at the local Senior Center to help familiarize them with services. The new library web page/on-line catalog will be up and available by December 2004.

Project Outputs:

The best measure of success for this project is the number of people using the public access computers. In comparing the number of customers using the computers in June, July, and August of 2003 and June, July and August of 2004, the Library showed a 20% increase. This number will continue to grow each month and I anticipate at least a 35% annual increase from FY 2003/2004 to FY 2004/2005.

Project Outcomes:

Other Results:

LSTA Funding has been critical in our attempts to provide public access computing to the citizens of our community. Providing access has been an on-going project over the last 10 years. LSTA Funding has been instrumental in the Library making significant accomplishments in the area of technology. The Town of Buckeye is on the verge of explosive growth. It is very difficult to keep up with the demands of a growing community without outside funding sources. Because of LSTA Funding, the Library has been able to offer citizens of our rural community the same access to information and ideas that they would find in a much larger urban community.

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10550
Project Title:	Project Number:
Teen Scene Internet Access	231-1-5-(16)
Library Name:	Project Director:
Parker Public Library	Jana Ponce-Wolfe
Phone Number:	Email:
928-669-2622	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$4,300	\$
In Kind Contributions:	Total Cost:
\$2,725	\$7,025
Number of Persons Served:	

392

LSTA Purpose:

Library technology, connectivity, and services

IMLS Primary Performance Category:

Provide access to information, resources and ideas

Primary Users:

Library staff and volunteers, Young adults and teens

Primary Services:

Education-Related Services for Children and Teens, Information Access and Services, Technology Infrastructure

Start Date:

10/17/2003

Statewide? ☐

Exemplary? ☐

Project Purpose:

The purpose of the Teen Scene grant was to provide the funding to have the new Young Adult Room wired for the internet and install two new computers for the Teens to use. Since the library had just recently designated a "teen" area in the library, it was the hopes of the library staff to entice the teens to come to the library and enjoy all the forms of media the library has to offer. Due to this project and along with another project, the library was able completely re-decorate/furnish the teen area which is now called "Teen Paradise."

Project Activities/Methods:

This project was implemented with the teen advisory committee. They were instrumental in choosing the look and helping with the design of the new "Teen Paradise." The Teen Paradise room was dedicated on August 19, 2004. There were over 100 people in attendance for this dedication. The Teen Paradise Room has an average of 30 students utilizing the new space and computers that have Internet access on a daily basis. The Teen Paradise was promoted through the teen advisory committee.

Project Outputs:

The grant purchased two computers and wired the Teen Paradise room for Internet Access. The Internet access computers are checked out for use approximately 42 times per afternoon/evening. Currently, due to the high number of teens wanting to use the computers, there is time and the number of times you can check out a computer is limited. This shows great success!

Project Outcomes:

The community infrastructure has improved at the library to include the Young Adult/ Teen community. The teens in the community have found a new respect for libraries and the products they have to offer this age group. The teens have been survey on the uses of the new computers and the advantages

State Goal:

Goal 3. Information Technology

IMLS Secondary Performance Category:

Strengthen families and children

Secondary Users:**Secondary Services:**

After school programs, Computer hardware and software

End Date:

8/31/2004

Partnership? ☐

OBE-Related? ☒

of having Internet access computers at the public library. The teens have expressed great gratitude for the computers. Many of the youth in our community still do not have a computer at home, let alone a computer that has Internet access.

Other Results:

The community infrastructure has improved at the library to include the Young Adult/ Teen community. The teens in the community have found a new respect for libraries and the products they have to offer this age group. The teens have been survey on the uses of the new computers and the advantages of having Internet access computers at the public library. The teens have expressed great gratitude for the computers. Many of the youth in our community still do not have a computer at home, let alone a computer that has Internet access.

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10574
Project Title:	Project Number:
Treasuring Our Heritage	231-2-2-(04)
Library Name:	Project Director:
Pinal County Library District	Denise Keller
Phone Number:	Email:
520-866-6457	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$6,327	\$
In Kind Contributions:	Total Cost:
\$	\$6,327
Number of Persons Served:	
10,167	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 7. Strategic Partnerships
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Sustain our cultural heritage	Provide access to information, resources and ideas
Primary Users:	Secondary Users:
Adults, Statewide public	
Primary Services:	Secondary Services:
Cultural Heritage Programs, Economic Development, Information Access and Services	Local information
Start Date:	End Date:
10/17/2003	8/31/2004

Statewide? ☐**Partnership?** ☒**Exemplary?** ☐**OBE-Related?** ☐**Project Purpose:**

In order to promote interesting cultural tourism destinations in Pinal County, we proposed to create a professionally produced booklet listing locations, collections, and contact information in libraries and museums in the county so that visitors and residents can include cultural destinations in their travel plans. We collected photographs of the various institutions along with a short description of collections and points of interest, locations, contact information, and hours of operation. All data was recorded on a CD and passed on to a local printer. The printer designed an 8 ½ x 11, 16 page (8 leaves) booklet that can be distributed to businesses, visitor centers, Chambers of Commerce, and other venues that typically draw visitors and residents. The communities will have a concise reference, easily portable, that will help both residents and visitors to know more about local cultural institutions and what services they provide. The project also has served to initiate collaboration with libraries and museums in the county that we hope will continue for future projects, while promoting the county's cultural institutions. The expected outcome of the project is to attract new visitors and patrons to the libraries and museums from neighboring communities. The goal is to increase cultural heritage tourism within the county by at least 10%.

Project Activities/Methods:

Staff members began the project by contacting all the libraries and museums to introduce and explain the project and its aims. Participating institutions were asked to provide high-resolution photographs and a short description of collections. Three printing firms within the county were consulted for quotes. Pinal Printing in Casa Grande was selected as the printer, since they were willing to consult with us on project objectives and perform the graphical design for the final product. Once the completed brochure has been received, the institutional representatives will receive a small number of the brochures. Most copies will be distributed to lodging establishments, restaurants, Visitor Centers and Chambers of Commerce.

Project Outputs:

Staff members began the project by contacting all the libraries and museums to introduce and explain the project and its aims. Participating institutions were asked to provide high-resolution photographs and a short description of collections. Three printing firms within the county were consulted for quotes. Pinal Printing in Casa Grande was selected as the printer, since they were willing to consult with us on project objectives and perform the graphical design for the final product. Once the completed brochure has been received, the institutional representatives will receive a small number of the brochures. Most copies will be distributed to lodging establishments, restaurants, Visitor Centers and Chambers of Commerce.

Project Outcomes:**Other Results:**

Pinal County has many interesting destinations for tourists and residents. An opportunity to assemble a professionally produced full color brochure that identifies those destinations has been important to cultural heritage tourism in the county. Another important goal in this project is for public policy makers in Pinal County to have an increased awareness of the role of public libraries in fostering cultural heritage tourism and economic development within the

county. This project was instrumental in fostering new partnerships between libraries and museums in the county. The foundations laid with this project will serve to facilitate future collaborative projects.

Anecdotal Info:

Exemplary Reason:

Project Code:	2003-AZ-10539
Project Title:	Project Number:
Web Wizard	231-1-5-(18)
Library Name:	Project Director:
Scottsdale Public Library	Shelley Grebles
Phone Number:	Email:
480-312-2474	
Library Building:	
LSTA Funds Expended:	Cash Match:
\$3,300	\$
In Kind Contributions:	Total Cost:
\$6,060	\$9,360
Number of Persons Served:	
45	
LSTA Purpose:	State Goal:
Services for lifelong learning	Goal 6. Families and Children
IMLS Primary Performance Category:	IMLS Secondary Performance Category:
Provide tools for the future	Provide access to information, resources and ideas
Primary Users:	Secondary Users:
Library staff and volunteers, Young adults and teens	
Primary Services:	Secondary Services:
Education-Related Services for Children and Teens, Staff Development Education and Training, Training for the Public	
Start Date:	End Date:
10/17/2003	8/12/2004
Statewide? <input type="checkbox"/>	Partnership? <input checked="" type="checkbox"/>
Exemplary? <input checked="" type="checkbox"/>	OBE-Related? <input checked="" type="checkbox"/>
Project Purpose:	
This project was implemented as one of the activities to address a goal in our Library's Strategic Plan: Children and teens in Scottsdale will have the materials and services they need to succeed in school." We thought that web page creation is an ideal method for learning the resources of the Internet for both school research and personal recreation purposes, while learning the	

resources of the Library. In our planning focus group sessions on the new Teen Center at the Civic Center Library, teens expressed the need to learn more about technology. We also saw this as a way to introduce the teens in the neighborhoods surrounding Civic Center Library to our free Internet computers -- there are 5,222 teens in this neighborhood (based on Sourcebook of Zip Code Demographics, 2003) and most do not have access to computers at home. We also wanted to develop lesson plans that can be used as part of our ongoing free computer class program to continue teaching teens, and adults, the basics of creating their own web pages.

Project Activities/Methods:

A contract instructor developed a set of 3 lesson plans on using free web-hosting services, basic web page creation, navigation, and graphic elements for a series of three "Web Wizards" workshops, of three 2-hour classes each. The instructor created a logo for the project's class web page: <http://www.geocities.com/webwizards2004/>. Each workshop was available to 10 teens, aged 13 to 17 years old. The local Boys and Girls club identified half of the teens, and Library Youth Services staff found the other half, many who were involved in our Teen Advisory Board. Ten library staff participated as instructional assistants, with a goal of team-teaching future workshops. Promotion was through the Boys & Girls Club and Library staff who personally invited interested teens. We also posted signs in the Library's young adult collection areas. We issued a single-shot digital camera to each teen in Class 1, collected the exposed cameras in Class 2, and distributed the developed photos on CDs in Class 3 for teens to post on their web sites. After the last workshop, we held a celebration party (paid for with local funds), distributed certificates of achievement to attending teens, and had a viewing of their web sites. Family and friends of the teens were welcomed to the party.

Project Outputs:

29 teens attended the workshops, each one creating a web site containing at least one navigational element. 10 Library staff and one Boys and Girls Club staff participated in the workshops as instructional helpers. 3 lesson plans were developed. Single-shot cameras were purchased and the images developed to use in workshops.

Project Outcomes:

A pre-test and a post-test were conducted at the beginning of the first class and at the end of the last class of each Workshop, asking ten questions based on the lesson plans. These assessments revealed an average positive change in knowledge of 7.3%. Customer satisfaction program evaluations at the end of each workshop resulted in an average satisfaction rating of 3.4 on a 1 (low) to 4 (high) satisfaction scale.

Other Results:

There were several lessons learned: Hold a workshop for the instructional assistants before expecting them to be useful helpers in the classes. Limit the number of students in each class to 6 or 7 to promote a better instructional experience iV for both teacher and students. Break up the age groups: hold classes for 14-15 year olds separately from 16-17 year olds, due to the wide range of skills and maturity of the teens. The single-use cameras with CDs were a big hit iV kids got to put photos on web pages and keep the CDs. Using candy to motivate class participation helped. We revised the lesson plans twice: eliminated the section on how to register a web site with a search engine (kids wereni't interested), reduced discussion of HTML coding since it isni't necessary with GeoCities, and added class exploration time so kids could

work on their web pages after the i§lecture and guided activitiesi” with the instructor available to answer questions one-on-one, as needed. We inadvertently held the party a week after school started, so had limited attendance.

Anecdotal Info:

Parents and family were delighted to see the web sites at the party, and to know the web sites are posted on the Web Wizards web site for all to see. There were many proud parents. Several parents expressed appreciation to know that we have free computers for their kids (and themselves) to use, with a variety of software (Microsoft Office, Microsoft Photo Editor, and Internet Explorer). During the classes the instructor noted that the kids weren’t shy about helping each other and sharing their experiences.

Exemplary Reason:

Computer skills are essential for success in school as well as in today’s marketplace. The experience of engaging in a fun (and useful) activity with peers and responsive adults will provide the supportive learning environment for teens that is needed to help them be successful in school and beyond. The skills learned will help the teens search the Internet for information needed for school projects, personal interests, and especially to evaluate user friendly, successful web sites. The researching of web sites will enable the teens to create more effective web sites on their own. Introducing the teens in these workshops to the Library’s services, including computers, promotes the concept of the library as a community commons, a comfortable meeting place for sharing ideas and learning life skills for success.
